Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Mill Valley School District	Wendy Holmes, Director of Curriculum and Instruction	wholmes@mvschools.org 415-389-7716

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

LCAP Draft – As of June 17, 2019
Budgeted expenditures based on 2019-2020 preliminary budget

Our Setting

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 three thousand 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.

Exceptional Learning

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. We develop the academic, artistic, social-emotional and character of our students. We strive our learners to be balanced, collaborative, communicators, courageous, critical thinkers, empathetic, inquirers, knowledgeable, open-minded, perseverant, principled, and reflective. We maximize each child's potential, and create learning environments where our students experience high levels of learning and thrive.

Standards-Based Teacher Academic Freedom

In our district, we offer standards-based academic freedom in which teachers are able to creatively develop academic programs with higher-level learning activities designed to develop the whole child. Teachers embed innovative teaching strategies in the service of grade level/content standards. They have access to high-quality resources, including technology tools, to most effectively do their work. These practices strengthen the caliber of teaching and the depth of learning that takes place in our classrooms.

Professional Development

Our teachers are provided a well-developed, comprehensive, and differentiated professional development plan in which they have opportunities to learn from outside trainers, as well as share their expertise with each other. This plan also includes grade level/department collaboration, peer observations, classroom visits from administrators, regular collegial planning, and collaboration time. In addition, we integrate structured classroom visits, such as Learning Walks as effective methods of teachers learning from one another through classroom visits using specific observation and discussion protocols. This emphasis on professional development builds capacity in the staff and gives teachers the opportunity to continually improve their practice.

Instructional Technology

Our district has prioritized the integration of technology in our classrooms as tools that enhance teaching and learning, as well as advance 21st century skills of communication, collaboration, creativity, and critical thinking. Students use iPads and laptops regularly. They learn how to manage their work safely online, engage in online research, use applications that support learning, and develop presentations using digital and multimedia tools. Our Instructional Technology Coach works closely with teachers to support the effective implementation of devices and a multitude of apps and digital tools in their classrooms. This has given teachers useful technology resources in their tech toolboxes to employ in their classroom programs.

In addition, we continue to focus on implementation of our District Technology Plan to ensure equity of access to devices across sites. We have achieved parity of devices at all grade levels across all sites, and each classroom at a specified grade level has access to the same device ratio.

Teaching for Global Competence

A key initiative in our district that connects to our vision and mission (listed below) is the focus on global studies and developing globally minded students. To further our global studies work district-wide, our Global Studies Coach facilitates district-wide trainings on teaching for global competence. Our coach also provides support to teachers implementing global studies practices in their classrooms. This will continue to be a priority for our schools in Mill Valley.

District Vision and Mission Statements

Our Vision - Our learning community is dedicated to developing globally minded, compassionate, resilient, and courageous students empowered to learn and lead change in their world.

Our Mission - We provide a balanced education that enables all students to achieve academic success in an environment that fosters social-emotional development, equity, and creativity. We prepare our students to be responsible, contributing members of our community, wise stewards of our natural environment, and thrive as global citizens in a rapidly changing world.

Mill Valley School District Points of Pride

Our Points of Pride reflect what we celebrate as achievements in our district:
 • A balanced educational approach that emphasizes academic excellence, social-emotional growth, physical education, and the arts
 • Engaged students who are well-prepared for lifelong learning and becoming global citizens
 • High-quality staff shared 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 growth
 • Widespread community support for public education in Mill Valley, as specifically demonstrated by approval of parcel taxes and bond measures

- Strong financial support from Kiddo! (Mill Valley Schools Community Foundation) in response to critical needs of the Mill Valley School District
- Visual and performing arts, physical education, world studies/language, and technology programs offered to students through parent and community financial support of Kiddo!
- Highly efficient, collaborative, and organized PTAs that support site-level programs, and respond to essential needs of MVSD
- Educators with the flexibility to design quality curriculum and deliver instruction to deepen student understanding within the district framework
- Students achieving at high levels of learning, as demonstrated through multiple measures including standardized and authentic assessments
- Prudent financial planning that helps insulate the district from funding uncertainties. The Community Financial Advisory Commission (CFAC) regularly advises the superintendent and board with a long-term financial forecast model
- Safe, well designed, equipped, and well maintained facilities that reflect the high standards of the community
- A District that recognizes 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

Our Students
Here's a look at the demographics of our students (as noted on the CA Dashboard in Fall 2018):
Total student population - 3,086

Student Group Data
- English Learners - 104 students (3.4% of total population)
- Foster Youth - 2 students (<.1% of total population)
- Socially-economically disadvantaged students - 182 students (5.9% of total population)
- Students with disabilities - 283 students (9.2% of total population)

Race/Ethnicity Data
- African American - 24 students (.8% of total population)
- American Indian - 9 students (.3% of total population)
- Asian - 139 students (4.5% of total population)
- Filipino - 10 students (.3% of total population)
- Hispanic - 250 students (8.1% of total population)
- Two or More Races - 309 students (10% of total population)
- Pacific Islander - 6 students (.2% of total population)
- White - 2,339 students (75.8% of total population)

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Since its development in 2014, our LCAP has been driven by the strategic plan, which serves as the guiding plan for our district. Last year, our district engaged in a complete revision of our strategic plan. This revision of our LCAP was accomplished with considerable stakeholder input, which resulted in a new plan that truly reflects the goals and priorities of our district, as well as the outcomes we want to the see in our students. The 2018-2019 LCAP reflected these two plans being closely linked together, with two goals related to teaching and learning mirroring each other. Because of the extensive reworking of the LCAP last year, the 2019-2020 plan has minimal changes to the goals, actions, and measurable outcomes.

2019-2020 LCAP Goals & Actions

<u>**Goal 1 - Balanced Learners**</u> - All students will learn in an environment that fosters social-emotional wellbeing, equity, global perspectives and awareness through inquiry- and project-based instruction

Goal 1 Action 1 - Social-Emotional Wellness

Students will learn in positive classroom environments that support their social-emotional well-being and foster development of strong character. We provide a variety of support systems, ranging from school-wide efforts to individualized plans, to address students' social-emotional health and behavioral needs. School-based counseling enhances our support to students and increases their feeling of connectedness to school.

Goal 1 Action 2 - Targeted Mental Health Support

Additional mental health staffing at the middle school will be available to provide support to unduplicated students (i.e. English Learners, foster youth, and socio-economically disadvantaged students), as needed.

Goal 1 Action 3 - Academic Achievement

All students will reach high levels of achievement in all content areas, as evidenced by an increased performance on standardized and authentic performance assessments across all student groups. We have a wide range of achievement levels in our district, and we acknowledge that while many of our students are achieving at high levels, we also have students who need more resources and support to meet grade level targets.

Goal 1 Action 4 - Differentiation/Intervention

In an effort to increase proficiency for all students and ensure all students make progress towards standards, address the academic needs of students working below grade level, and close the achievement gap between student groups, we differentiate instruction in classrooms and offer intervention programs based on student need.

Goal 1 Action 5 - Targeted Academic Intervention

Academic intervention programs will be provided for unduplicated student groups (i.e. English Learners, foster youth, and socio-economically disadvantaged students) at all schools who would benefit from additional academic support.

Goal 1 Action 6 – Instructional Technology

Technology is used to enhance instruction through thoughtful and appropriate integration across classrooms.

Goal 1 Action 7 - Global Studies

Students will participate in learning opportunities that foster global mindedness and turn knowledge into action.

Goal 1 Action 8 - Parent and Family Engagement

We will maintain high levels of parent/family engagement in our school communities, where all parents are welcomed and have opportunities to be involved in their child's education.

Goal 1 Action 9 - English Language Development

We will continue to build our English Language Development (ELD) program, which includes supporting our designated ELD and increasing the level of integrated ELD instruction in classrooms.

<u>**Goal 2 - Supported Staff**</u> - Attract, develop, and retain excellent staff in a quality work environment

Goal 2 Action 1 - Extensive Support for Staff

We will provide strong support to staff through excellent compensation, extensive professional development, encouragement for innovation, and relevant feedback.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Academic Achievement – 2018 CAASPP Results For English Language Arts (ELA)

When examining our 2018 CA Assessment for Student Performance and Progress (CAASPP) state testing scores for ELA on the CA School Dashboard, there are a number of positive take-aways that can be drawn from the analysis. It should be noted that due to low numbers of students in certain student groups that do meet the threshold of 11 students, these groups were not assigned a performance level/color on the CA Dashboard, and therefore, their results are not reflected in this summary: American Indian students, Filipino students, Foster Youth, and Pacific Islander.

• Overall, all students collectively demonstrated high levels of achievement on the ELA Smarter Balanced Assessment by maintaining their very high performance.

• 85% of our third through eighth grade students who took the test met or exceeded standards in ELA, which was a 4% increase from the prior year.

Collectively, students overall and nearly all of our <u>student groups scored above grade level standards</u> on the ELA CAASPP test, including:
- Asians students: 47.1 points above standard
- English Learners: 10.1 points above standard
- Hispanic students: 46.7 points above standard
- Socio-economically disadvantaged students: 19.2 points above standard
- Students with disabilities: 14.3 points above standard
- Students with two or more races: 80.3 points above standard
- White students: 74.1 points above standard
- Collectively, students overall: 70.3 points above standard

The only exception was the African American group, which scored 22.8 points below grade level standards.

Collectively, students overall and nearly all <u>student groups had an increase in their score</u> on the ELA CAASPP test from last year, including:
- African American students: 17.9-point increase
- English Learners: 4.3-point increase
- Hispanic students: 10.3-point increase
- Socio-economically disadvantaged students: 19.2-point increase
- Students with disabilities: 12.3-point increase
- Students with two or more races: 12.4-point increase
- White students: 10.9-point increase
- Collectively, students overall: 10.2 point-increase

The exception was the Asian student group, which saw a slight decline (3.4-point decrease).

The following results reflect the <u>percent of students in each student group who met or exceeded standards</u> on the 2018 ELA CAASPP test:

- African American students: 53% met/exceeded standards
- Asian students: 76% met/exceeded standards
- English Learners (excluding RFEP EL students): 31% met/exceeded standards
- Hispanic students: 74% met/exceeded standards
- Students with two or more races: 89% met/exceeded standards
- White students: 87% met/exceeded standards
- Socio-economically disadvantaged students: 63% met/exceeded standards
- Students with disabilities: 58% met/exceeded standards

The following results reflect <u>change in each student group who met or exceeded standards</u> from 2017 to 2018 on ELA CAASPP test:

- African American students: +9% growth
- Asian students: +1% growth
- English Learners (excluding RFEP EL students): -20% decline
- Hispanic students: +4% growth
- Students with two or more races: +3% growth
- White students: +5% growth
- Socio-economically disadvantaged students: +6% growth
- Students with disabilities: +10% growth

These high test scores on the ELA Smarter Balanced Assessment are an indicator of our students' strong content knowledge, critical thinking skills, and ability to communicate ideas clearly in writing. We are proud of our students working at these high levels with ELA content, particularly those in protected student groups, which includes students with disabilities and socially-economically disadvantaged students.

Academic Achievement - 2018 CAASPP Results For Math

When reviewing our 2018 CAASPP state testing scores for Math on the CA School Dashboard, there are many positive results to be highlighted. Again, it should be noted that due to low numbers of students in certain student groups that do meet the threshold of 11 students, these groups were not assigned a performance level/color on the CA Dashboard, and therefore, their results are not reflected in this summary: American Indian students, Filipino students, Foster Youth, and Pacific Islander.

- Overall, all students collectively demonstrated strong achievement on the Smarter Balanced Assessment in Math.
- 79% of our third through eighth grade students who took the test met or exceeded standards in Math, which was a 3% increase from last year's scores.

All students overall and a number of our <u>student groups scored above grade level standards</u> on the CAASPP Math test, including:

- Asians students: 36.2 points above standard
- Hispanic students: 16.7 points above standard
- Socio-economically disadvantaged students: 6.2 points above standard
- Students with two or more races: 66 points above standard
- White students: 59.7 points above standard
- Collectively, students overall: 54.6 points above standard

The <u>student groups that scored below grade level standards</u> on the CAASPP Math test include:

- English Learners: 13.4 points below standard

- Students with disabilities: 3.2 points below standard
- Socio-economically disadvantaged students: 6.2 points below standard
- African American students: 43.3 points below standard

All students overall and a number of <u>student groups had an increase in their score</u> on the CAASPP Math test from the prior year, including:
- African American students: 20.4-point increase
- Hispanic students: 5.1-point increase
- Socio-economically disadvantaged students: 17.1-point increase
- Students with disabilities: 8.1-point increase
- Students with two or more races: 11.2-point increase
- White students: 9.2-point increase
- Collectively, students overall: 7.8-point increase

The two <u>student groups that saw a decline in their scores</u> on the CAASPP Math test include:
- Asian students: 9.7-point decrease
- English Learners: 7.9-point decrease

The following results reflect the <u>percent of students in each student group who met or exceeded standards</u> on the 2018 Math CAASPP test:
- African American Students: 47% met/exceeded standards
- Asian students: 70% met/exceeded standards
- English Learners (excluding RFEP EL students): 32% met/exceeded standards
- Hispanic students: 65% met/exceeded standards
- Students with two or more races: 83% met/exceeded standards
- White students: 82% met/exceeded standards
- Socially-economically disadvantaged students: 52% met/exceeded standards
- Students with disabilities: 53% met/exceeded standards

The following results reflect <u>change in each student group who met or exceeded standards</u> from 2017 to 2018 on Math CAASPP test:
- African American students: +7% growth
- Asian students: -2% decline
- English Learners (excluding RFEP EL students): -13% decline
- Hispanic students: +1% growth
- Students with two or more races: +2% growth
- White students: +5% growth
- Socially-economically disadvantaged students: +6% growth
- Students with disabilities: +8% growth

The results we saw in our test scores on the Smarter Balanced Assessment in Math are an indicator of our students' solid content knowledge in math, strong problem solving and math reasoning skills, and their ability to clearly explain their thinking. We are proud of the academic growth experienced by many of student groups, including students with disabilities and socially-economically disadvantaged students.

English Learner Progress

We are proud of our English Language Development (ELD) program and its success with effectively serving our EL students. We offer a program that supports the variability in the needs of our EL students. We provide these students what they require to make steady progress with their acquisition of English and to experience success in their classrooms.

One way we accomplish this is by continuing to develop the skills and knowledge base of our ELD Specialists. We provide these teachers a multitude of opportunities to participate in professional development to build their repertoire of effective ELD instructional strategies, and ensure they have high-quality ELD materials and resources to integrate into their programs. These teachers also focus on closely monitoring the language proficiency and academic progress of their students through periodic formal and informal assessment, which allows for more targeted instruction based on assessment results.

Language proficiency for our EL students Is measured annually in the spring on the Summative English Learner Performance Assessment in CA (ELPAC). The results from the spring 2018 administration are:
- 54.3% - Well developed English proficiency
- 30.9% - Moderately developed English proficiency
- 8.6% - Somewhat developed English proficiency
- 6.2% - Beginning stage of English proficiency

2019 Summative ELPAC results will not be available until fall 2019, so we do not currently have data to compare to the 2018 results. However, we have been able to measure progress with language acquisition by gathering information from multiple sources, which indicates our EL students continue to make steady progress with their language acquisition and reclassification as Fluent English Proficient (RFEP).

These are highlights from the CA School Dashboard related to English Learners:
- English Learners, which includes both reclassified EL students and EL students, scored above grade level standards (10.1 points above) in ELA, and below grade level standards (13.4 points) in Math on the 2018 Smarter Balanced Assessment.
- Reclassified English Learners demonstrated high levels of achievement on CAASPP testing by scoring 30.4 points above standard in ELA, and 2.1 points above standard in Math.
- Current English Learners did not have these strong results on CAASPP testing. They scored 36.6 points below standard in ELA, and 49.7 points below standard in Math.

In addition to using results on the CA Dashboard, we also referred to progress report grades, Fountas & Pinnell reading scores, and CAASPP results to determine EL student progress and for reclassification purposes. This year, we reclassified 23 students, which is an increase of 7 students from last year.

These are the Fountas & Pinnell benchmark reading scores for our current English Learners:
- 48% met end-of-year benchmark reading targets
- 15% are near meeting end-of-year benchmark reading targets
- 37% are below meeting end-of-year benchmark reading targets

We are proud that this high number of EL students has shown significant growth with their language proficiency and has been reclassified as Fluent English Proficient this school year. We attribute these successes in our ELD program to the targeted instruction from our ELD team, the hard work of our EL students and support of their families, and our district's focus on building the ELD program. While the results are positive and are trending well, we must maintain our focus on this student group, knowing that the acquisition of English take a methodical, steady approach in order to ensure consistent progress is made. Further, we expect these results to vary from year to year depending on students entering our district. There is always going to be a need to intentionally support EL students.

The area of growth for our district is a focus on meeting the needs of EL students in all settings, from the ELD classroom with designated instruction to the regular classroom with integrated instruction. We would like to see the ELD team more regularly share their expertise and knowledge about effective strategies to employ with EL students with classroom teachers.

Suspensions for Certain Student Groups

Another area of strength reflected on the CA School Dashboard are our relatively low suspension rates with certain student groups. These rates include the percent of students who have been suspended one time or more.

Here are the highlights from the CA School Dashboard related to suspension data:

We have seen low suspension rates for the following student groups:

- Asian students: .7% of 145 students
- English Learners: 0% of 113 students
- Hispanic students: 1.9% of 262 students
- Students with two or more races: 1.9% of 314 students
- White students: 1.9% of 2,368 students
- Collectively, students overall: 1.9% of 3,139 students

The following student groups have maintained their suspension rates from 2016-2017 to 2017-18:

- Asian students: .7%
- English Learners: 0%
- Hispanic students: 1.9%

Another success is the significant drop in our district-wide suspension rate from 2018 (1.9%) to our rate for the current year, which is .8% (as of May 8, 2019). Our district saw an uptick in our suspension rate for the previous three years, (.7% in 2015-16, 1% in 2016-17, and 1.9% in 2017-2018), so it is positive to see the rate start to decline so sharply for the current year.

At the middle school, there has also been a significant decrease in the number of suspensions given to students. Specifically, the middle school's suspension rate dropped from 2.7% in 2017-2018 to 2.1% in 2018-2019, which is .6% decrease in the number of students receiving in-school or out-of-school suspensions.

We attribute these low suspension rates to the Restorative Justice practices that have been initiated at our schools as the overarching approach to address student disciplinary issues. We have been addressing student behavioral concerns in restorative, rather than punitive, ways and incorporating other restorative practices, such as circles, to build community and make stronger connections in our schools. These efforts have positively impacted the culture at our schools, with one of the key outcomes being a reduction in the number of suspensions given to students.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Suspensions for Other Student Groups

While we maintained our suspension rates for certain student groups, there was an increase in suspensions with a number of student groups. Specifically, as noted on the CA Dashboard, we experienced an increase increase in suspension rates in these student groups from 2016-17 to 2017-18:

- Socio-economically disadvantaged students: 2.8% of 215 students
- Students with disabilities: 6.7% of 314 students
- Students with two or more races: 1.9% of 314 students
- White students: 1.9% of 2,368 students
- Collectively, students overall: 1.9% of 3,139

Here are the performance levels related to suspensions on the CA Dashboard

Red Performance Level: Students with disabilities: 6.7% of 314 students, with an 3.9 % increase

Orange Performance Level:
- Socio-economically disadvantaged students: 2.8% of 215 students, with a 2.1% increase
- Students with two or more races: 1.9% of 314 students, with a .9% increase
- White students: 1.9% of 2,368 students, with a 1.1% increase

With no performance level due to low numbers, the African American student group saw 9.1% of 22 students suspended, with a 4.5 % decrease.

As the groups with the highest suspension rate, it is clear that we need to continue to adjust our practices to reduce the number of suspensions for our African American students and students with disabilities. Specifically, we need to reflect on the individual needs of these student groups and put measures into place to support their behavioral success in our classroom and schools.

Efforts toward this end have already started this school year. Our district has contracted to have a Behavioral Specialist work with our staff to build individual behavioral plans for students struggling to maintain appropriate behavior at school, which includes these students. Staff has received training on restorative practices and culturally competency, and have started implementing these in how we address student disciplinary issues.

Looking ahead to next year, we will continue to focus on identifying and integrating actions to help students make positive behavioral choices. We will also continue to implement restorative justice practices as an approach to address behavioral issues in a proactive and supportive way.

Academic Achievement – CAASPP Results for Certain Student Groups

Even though nearly all of our student groups increased their performance on the 2018 CAASPP from the prior year, it is clear that some student groups are not achieving at the high levels of our students overall. Further, there is a clear gap in the achievement level between some student groups and others. These student groups achieved at lower levels than other groups on the CAASPP test:

African American students
- 53% met/exceeded standards in ELA
- 47% met/exceeded standards in Math

Current English Learners
- 31% met/exceeded standards in ELA
- 32% met/exceeded standards in Math

Reclassified (Fluent English Proficient) English Learners
  • 75% met/exceeded standards in ELA
  • 68% met/exceeded standards in Math

Hispanic students
  • 74% met/exceeded standards in ELA
  • 65% met/exceeded standards in Math

Socially-economically disadvantaged students
  • 63% met/exceeded standards in ELA
  • 52% met/exceeded standards in Math

Students with disabilities
  • 58% met/exceeded standards in ELA
  • 53% met/exceeded standards in Math

We also need to analyze our differentiation practices and interventions to determine how we can more effectively support these students working below grade level. We need to continue to analyze the efficacy of our efforts aimed at supporting these underperforming students and identify the most effective approaches to serve these students so they are achieving at the levels as other student groups.

In addition, we need to carefully monitor the progress of our students regularly and over time. To achieve this, we need to prioritize the development and implementation of common benchmark assessments in reading, writing, and math. Next year, we will develop common math assessments at the elementary level and start administering them in fall 2020. Assessment scores will be entered into a data collection system for use and analysis by site teams. The middle school Core Department will be administering common reading assessments for all sixth-eighth grade students. This will allow us to monitor the reading progress of all students over time.

To facilitate the access to data, we will explore data management systems to bring into the district. Ongoing reflection on local and timely student data will be critical to ensure that we are being responsive to and differentiating for student needs.

Chronic Absenteeism

While we saw a decrease in the number of students who were chronically absent (missed 10% or more of the school year), this year (15 fewer students than in 2017-2018), and a decline in our chronic absenteeism rates from last year (3.7% for 2017-2018 to 3.4% for 2018-2019), it is clear that certain student groups have higher rates than others.

These student groups had much higher rates of chronic absenteeism from 2016-17 to 2017-18:
  • African American students: 18.2% of 22 students, with a 4.5% increase
  • English Learners: 5.5% of 110 students, with a 1.4% decrease
  • Hispanic students: 6.9% of 259 students, with a 1.2% decrease
  • Socio-economically disadvantaged students: 10% of 209 students, with a 1.7% decrease
  • Student with disabilities: 8% of 311 students, with a .6% increase

To increase our students' attendance, particularly with these student groups with high chronic absenteeism rates, we need to continue to focus on identifying ways to better engage our students and increase their interest in coming to school every day. This includes offering relevant, dynamic learning experiences that get students excited about school, having clubs and sports for them to get involved, and ensuring they have meaningful relationships with adults at school. Further, we need to continue to employ other disciplinary methods other than suspensions in order to keep students at school every day. We also need to continue to

maintain close communication with these families and create real partnerships focused on the success of their children. This includes trying to mitigate any obstacles that make it difficult for their children to come to school, while also sending the message about how important regular attendance is to their children's learning.

Focus on Equity

Our district has begun to analyze our practices through an equity lens in order to better serve students across all groups. Our focus on equity has included a number of key initiatives that strive to create more inclusive, supportive, and safe learning environments where culturally responsive instruction and practices allows all students to experience academic success, develop positive social-emotional well-being, and feel included in their schools.

In the past two years, over 125 teachers, administrators, Board members, and parents have attended Courageous Conversations, a two-day workshop focused on equity and building racial awareness. Also, our Administrative Council of district and site administrators attended six days of training this to develop skills as racial equity leaders. Also, over 25 teachers and staff members participated in a series of interest-based professional development led by Teacher Leaders that was focused on equity.

We also established two district committees related to equity, a staff equity committee and a parent equity committee. The staff equity committee focused its discussions on culturally relevant teaching practices, developing an understanding of what equity in education means, and mitigating barriers for student success. The parent equity committee's discussions focused on hearing parent perspectives about equity and their experiences in our schools, as well as gathering ideas about how to engage a broader spectrum of families. We have grounded these discussions on the text, *Culturally Relevant Teaching and the Brain*. This equity work will remain a focus for the district, and these initiatives will continue into next school year.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools are participating in the Comprehensive Support and Improvement program.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Balanced Learners

All students will learn in an environment that fosters social emotional well-being, equity, global perspectives and awareness through inquiry- and project-based instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: Mill Valley School District Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Social-Emotional Learning, Learner Profile & Counseling (Action 1) We will identify and evaluate key social-emotional learning programs for consistent implementation across the district. We will integrate the MVSD Learner Profile attributes in each school's culture and recognize these traits in students. Using student/counseling ratio as a guide, student contact hours with counseling staff will be increased, along with student access to 1:1 and group counseling. There will be one additional counselor at the middle school, and an increase in the counseling staffing across our elementary schools.	**Met** **Social-Emotional Learning Programs** • We identified key social-emotional learning programs for consistent implementation across the district. • We continued to integrate the following social-emotional learning programs into classrooms across our schools: Kimochis, Zones of Regulation and Toolbox. • Teachers, counselors and other staff also embedded mindfulness and restorative practices into their work with students. **Learner Profile**

Expected	Actual
	• All schools embedded the newly developed MVSD Learner Profile, which focuses on the attributes we strive to grow in all learners. • Learner Profile attributes were identified as: balanced, collaborative, communicator, courageous, critical thinker, empathetic, inquirer, knowledgeable, open-minded, perseverant, principled, reflective. • We started to integrate the MVSD Learner Profile attributes in each school's culture, and we recognized students at Board meeting recognition ceremonies for exhibiting the attributes. Counseling Support • We increased student contact hours with counselors this year, along with student access to 1:1 and group counseling. • This was due to the addition of one counselor at the middle school, and a .8 FTE increase in counseling staffing across our elementary schools.
Differentiation & Character Education (Action 1) Teacher implementation of targeted instructional strategies will differentiate for individual student educational needs across all content areas. School character education programs will be consistently implemented across classrooms.	**Partially Met** **Differentiation** • To varying degrees, teachers differentiated their instruction to meet the academic needs of their students. They employed a variety of differentiation strategies and methodologies to tailor their programs to address the individual student needs in their classrooms. **Character Education Programs** • All schools focused on providing students positive learning environments with character education programs in place. • While the programs varied from school to school, all schools brought in mindfulness practices to help with focus, calming oneself, and addressing stress. • Many teachers held class meetings and restorative circles to build a positive classroom community.

Expected	Actual
	• Sixth grade students participated in a "wheel elective," in which there was a focus on character and social-emotional learning to help students transition to the middle school. • Middle school held the WEB (Where Everybody Belongs) orientation and transition program where eighth grade students became WEB leaders to welcome the sixth grade students to middle school. The program connected them periodically during the first part of the year as they helped with the transition to middle school. • Overall, we noticed a positive impact from these character education programs on student engagement, behavior, and school connectedness.
Restorative Practices (Action 1) At the middle school, criteria will be used to identify students with serious or persistent behavioral challenges (i.e. students with multiple behavioral referrals) to inform intervention programming. The middle school will employ an established process of monitoring behavioral data on an ongoing basis, and will use that information to take actions that support positive behavioral choices. The middle school administrative team will examine student discipline data student discipline data to evaluate the effectiveness of their restorative practices to address disciplinary issues.	**Met** **Restorative Practices** • At the middle school, the staff utilized a Multi-Disciplinary Team approach to identify students with persistent behavioral challenges. • The administrative team and counseling staff met regularly to monitor the progress of these students and offer appropriate interventions to address each student's areas of concern. • The team employed a process of monitoring behavioral data on an ongoing basis, and used that information to take actions that support positive behavioral choices and to evaluate the effectiveness of their restorative practices to address disciplinary issues.
Social-Emotional Wellness Data (Action 1) We will gather and analyze data from tools, such as the CA Healthy Kids survey and/or locally developed surveys, about student social-emotional health. This data will inform our decision-making about how we can ensure students are maintaining high levels of safety and connectedness to school. We will also use the results from the CA Healthy Kids survey to tailor our social-emotional programs and efforts to address identified areas of need that arise from the survey.	**Met** **Social-Emotional Wellness Data** • We gathered feedback from middle school students on their feeling of safety and connectedness to school through the bi-annual CA Healthy Kids survey, which students took in spring 2018. • These results from the CA Healthy Kids survey, which is administered to 7th graders on a bi-annual basis, indicated relatively high levels of student connectedness to school, caring relationships, high expectations for student success, and safety. These are survey results in these areas: School Connectedness

| | |
| Expected | Actual |

Expected	Actual
	• 80% feel close to people at school • 58% are happy to be at school • 60% feel like they are part of the school • 69% indicate teachers treat students fairly • 72% feel safe in their school **Caring Relationships** • 73% say there's an adult who really cares about them • 73% say there's an adult who notices when they're not there • 79% say there's an adult who listens to them **High Expectations** • 81% say there's an adult who tells them when they do a good job • 91% say there's an adult who always wants them to do their best • 81% say there's an adult who believes they will be a success **Academic Motivation** • 91% try hard to make sure they are good at their schoolwork • 54% try hard because they are interested in their work • 76% work hard to try to understand new things at school • 83% are always trying to do better in their schoolwork **Perceived Safety at School** • 68% feel safe or very safe at school **Violence in the Past Year** • 77% have never been pushed, shoved, slapped, hit, or kicked • 87% have never been afraid of being beaten up • 86% have never been in a physical fight • 94% have never been threatened with harm • 99% have never been threatened with a weapon • 86% have never been offered, sold, or given an illegal drug **Property Damage at School in Past Year** • 83% never had property stolen or deliberately damaged • 96% have never damaged school property on purpose

Expected	Actual
	Weapons Possession at School in Past Year • 100% never carried a gun • 95% never carried another weapon • 80% never saw someone else with a weapon Alcohol, Drug or Tobacco Use (Lifetime Use) • 91% never had a full drink of alcohol • 96% never used marijuana • 98% never used inhalants to get "high" • 99% never used drugs, pills or medicine to get "high" • 98% never had a cigarette, even one or two puffs • 100% never had a whole cigarette • 100% never had smokeless tobacco • 94% never had an electronic cigarette or vaping device Other Physical and Mental Health Risks • 78% never experienced cyberbullying in past year • 78% didn't have chronic sadness or hopeless feelings in past year MVMS used these survey results to tailor their social-emotional programs and efforts to address specific areas of need.
Attendance Rates (Action 1) We will maintain high levels of student engagement, which result in our maintaining a district-wide attendance rate of at least 95%, as well as reducing the number of students who are chronically absent.	**Partially Met** **Attendance Rates** • We maintained strong levels of student engagement across the district this year, as evidenced by our high district-wide attendance rate of 96.9% (as of May 7, 2019). • We saw a decrease in the number of students who were chronically absent this year. Specifically, 103 students were chronically absent this year, or 3.4% (as of May 7, 2019), which is a decrease of .3% from 118 students chronically absent last year, or 3.7%. Although our chronic absenteeism rate for all students was relatively low and we saw a decrease from last, a number of our student groups had much higher rates of chronic absenteeism.

| Expected	Actual
	• African American students - 18.2% of 22 students, with a 4.5% increase • English Learners - 5.5% of 110 students, with a 1.4% decrease • Hispanic students - 6.9% of 259 students, with a 1.2% decrease • Socially-economically disadvantaged students - 10% of 209 students, with a 1.7% decrease • Student with disabilities - 8% of 311 students, with a .6% increase
Suspension, Expulsion, and Drop Out Rates (Action 1) We will maintain statistically insignificant suspension, expulsion and dropout rates. We will maintain or reduce these rates for the middle school and district-wide.	**Met** **Suspension, Expulsion, and Drop Out Rates** • We maintained a statistically insignificant suspension rate (# of students suspended for in-school or out-of-school suspensions) of .8% district-wide and a 0% expulsion rate. • At the middle school, 22 students were suspended this year, with a total of 59 suspensions (as of May 7, 2019). This was a .6% decrease in the number of students suspended at the middle school, from a 2.7% rate last year to 2.1% this year. • The student expulsion and dropout rates have been 0%. **Suspensions** We determined that the top reasons for students being suspended at the middle school were: • Inappropriate/disruptive behavior (12 instances) • Harassment (4 instances) • Tobacco (5 instances) • Physical altercation (6 instances) • Drug/tobacco paraphernalia (2 instances) • Assault (1 instance) • Theft (1 instance) While our overall suspension rates were low in the 2018-19 school year, we recognized that certain student groups have demonstrated a higher number of suspensions. On the CA Dashboard, the suspension
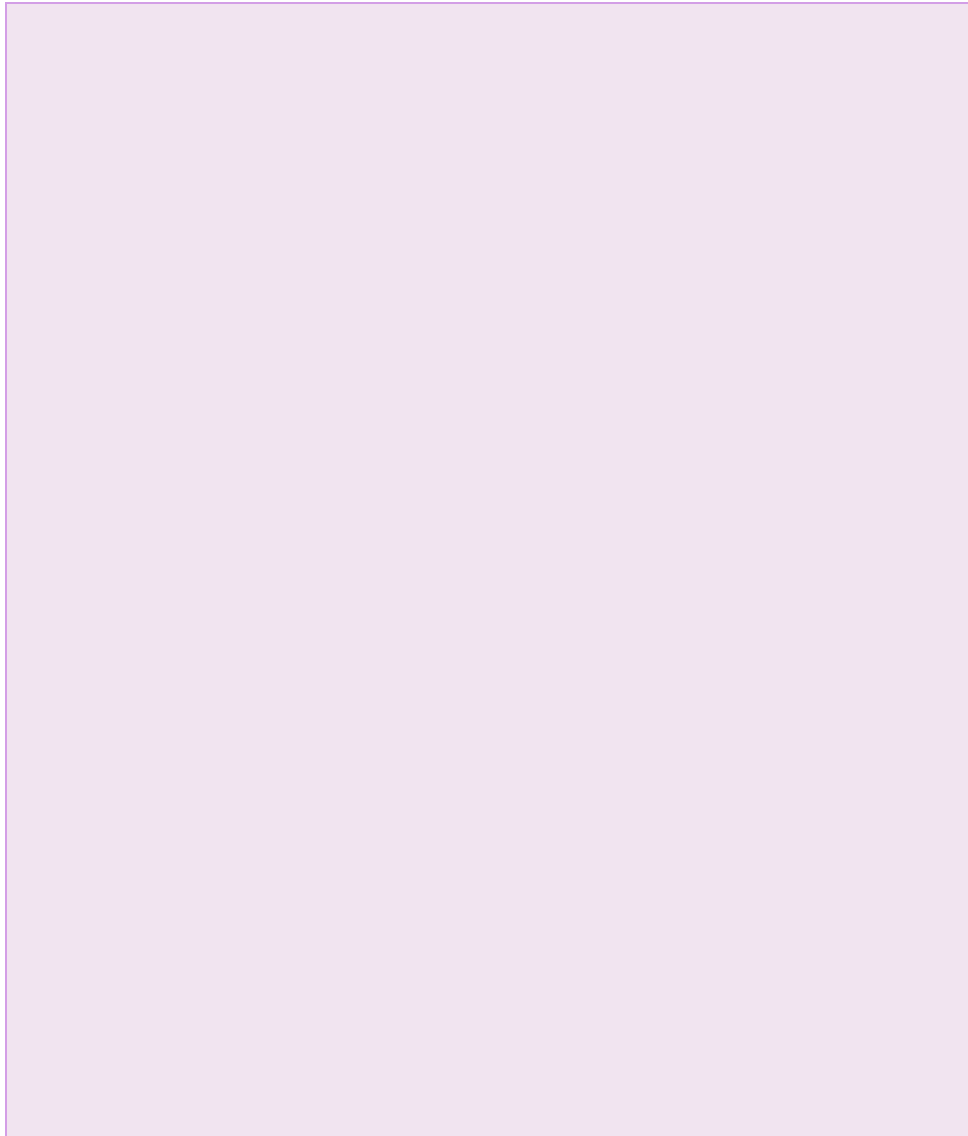
Expected	Actual
	data indicates an increase in rates for these student groups from 2016-17 to 2017-18: • Students with disabilities • Students with two or more races • Social-economically disadvantaged students • White students. The suspension data indicates a decrease or maintenance of rates for these student groups from 2016-17 to 2017-18: • African American students • English Learners • Hispanic students • Asian students Student groups with high suspension rates and/or with red or orange performance levels on the CA Dashboard) include: Red performance level: • Students with disabilities - 6.7% of 314 students, with an increase of 3.9% from last year Orange performance level: • Socially-economically disadvantaged students - 2.8% of 215 students, with an increase of 2.1% • Students with two or more races - 1.9% of 314 students, with an increase of .9% • White students - 1.9% of 2,368 students, with an increase of 1.1% No performance level (because fewer than 30 students): • African American students - 9.1% of 22 students, with a decrease of 4.5%
Broad Course of Study (Action 2)	**Met** **Broad Course of Study**

Expected	Actual
All students district-wide will be provided with a broad course of study, which includes language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education, as determined by student schedules.	All students district-wide were provided a well-balanced educational program that focuses on the whole child and offered a broad course of study, which includes language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education, as determined by student schedules.

Standards-Based Instruction (Action 2)
 	
Teachers will use standards-aligned curricular resources and incorporate current, research-based instructional resources and best practices based on State standards for all content areas into their academic programs. All students will have access to standards-aligned materials, as measured by materials inventory and teacher/administrator feedback.
	Met
	Standards-Based Instruction
	  • All students were provided with standards-aligned instructional materials across all subjects.
	  • Curricular resources aligned to Common Core State Standards (CCSS) in English Language Arts and Math, as well as Next Generation Science Standards (NGSS) were made available and were used to by all elementary teachers, along with middle school math and language arts teachers. Teachers also used other teacher-generated materials based upon CCSS and NGSS.
	  • Teachers of all other subject areas had access to curricular materials, supplemental resources, and supplies needed to provide a robust academic program to their students.

Academic Achievement (Action 2)
 	
Based on information gathered from previous CAASPP testing results, we have set the following target: 80% of students will meet or exceed standards in ELA and Math on the Smarter Balanced Assessment.
 	
80% of students will meet grade level expectations on common, local benchmark assessments for designated content areas and levels.
 	
Teachers will use common, local benchmark assessments and protocols for language arts and math.
	Nearly Met
	CAASPP Results for All Students
	  • 2018 CAASPP testing results indicated that 85% of students in the district or exceeded standards in ELA, which was a 4% increase from last year's results.
	  • 79% of students in the district met or exceeded standards in Math, which was a 3% increase from last's years scores.
	  • We met our targeted goal of 80% of students meeting or exceeding standards in ELA, but fell 1% point short of meeting this goal for Math.
	
	Local Assessment Data
	  • As evidenced by student grades on progress reports/report cards as well as local assessments, such as our reading benchmark assessments at the elementary level, at least 80% of students met

Expected	Actual
	grade level expectations on the common benchmark assessments currently in place. • We implemented common benchmark assessments and protocols for reading at the elementary level. Common math benchmark assessments were not yet identified and implemented.
Differentiation to Support All Learners (Action 3) We will analyze and disaggregate CAASPP by student group to examine the achievement of unduplicated student groups. We will also examine other local assessments to supplement the CAASPP data. We will implement key differentiation strategies and to support the progress of all students, including gifted learners and/or struggling learners. We will identify underperforming students by name to close the achievement gap between student groups. Our goal is to increase the scores of student groups underperforming the overall student population. Teachers will have the opportunity to attend trainings related to differentiating for gifted learners and/or struggling learners, participate in planning/collaboration around differentiation, and engage in collegial discussions focused on differentiated instruction.	**Partially Met** **CAASPP Results for Student Groups** We examined our CAASPP testing data, disaggregated by student group (including unduplicated student groups), as well as other student data from the CA Dashboard to look for patterns in student achievement, analyze our progress over time, and determine areas of success and opportunities for improvement. By examining student achievement data, we identified underperforming students by name in order to target specific strategies to help each student make academic progress. This was in an effort to close the achievement gap between underperforming student groups and the overall population. We were successful with a number of student groups, which saw strong gains in their performance on the ELA and Math CAASPP test: • African American students • Hispanic students • Socio-economically disadvantaged students This data examination revealed that a number of student groups continue to greatly underperform other groups: • African American students • English Learners • Socio-economically disadvantaged students • Students with disabilities. **Differentiation Supports**

Expected	Actual
	These are other actions we took related to differentiation: • To varying levels, differentiation strategies were employed to support the growth of all students. • Teachers had the opportunity to attend a training related to differentiation and engage in collegial discussions focused on differentiation. • Staff met in teams with administrators, teachers, and resource staff to discuss individualized instruction strategies for students struggling to meet grade level standards.
Academic Intervention Programs (Action 3) We will evaluate the effectiveness of the middle school academic intervention classes, elementary RAMP, and before/after school intervention/homework classes by measuring student performance on local benchmark assessments. At least 50% of students participating in these interventions will make progress towards performing at grade level on these assessments.	**Met** **Academic Intervention Programs** • As evidenced by local benchmark assessments used by classroom teachers and intervention staff, students enrolled in the intervention programs at the middle school and elementary sites demonstrated progress towards grade level standards. All students participating in reading intervention classes advanced towards reaching grade level benchmark reading targets. • At least 50% of the students receiving academic interventions made progress towards performing at grade level on local benchmark assessments.
Instructional Technology (Action 4) We will provide teachers with professional development opportunities in technology to enhance instruction. Applying this knowledge, teachers will embed blended learning opportunities in their classrooms across most subject areas, thereby enhancing student learning and facilitating students' development of 21st century skills (creativity, collaboration, communication and creativity). All middle school students will participate in the 1:1 iPad program. Elementary students will have access to technology tools as part of their classroom learning.	**Met** **Instructional Technology** • Teachers regularly offered blended learning experiences for students across content areas, as evidenced by principal and peer observations during classroom visitations. • All students at Mill Valley Middle School participated in the 1:1 Program across all subject areas. K-5 students had access to technology tools as part of their classroom learning. This broad implementation of technology enhanced the teaching and learning in our classrooms. • Based on survey data and student/teacher reporting, we continued to observe our students developing increased proficiencies in online

Expected	Actual

Expected	Actual
Quantitative student survey data will be used to measure the use of technology in blended learning.	research, communication with teachers/peers, collaboration on schoolwork with peers, and use of creative digital and multimedia tools.
Global Studies (Action 5) In an effort to develop globally minded students, we will identify/develop a global studies framework that integrates the key components of global education (e.g. trans-disciplinary learning experiences that include perspective taking, investigating the world, communicating effectively, and taking action/engaging in service learning projects) for sites to implement. We will provide support to teachers to use the framework and create curriculum and instruction related to global competency. Teachers will have opportunities to collaborate with colleagues and our Global Studies Coach around global studies, as well as attend trainings (e.g. International Baccalaureate, World Savvy). Teachers trained in World Savvy/International Baccalaureate will infuse global studies instruction within and across all content areas. All 7th and 8th grade students will have the opportunity to participate in globally focused learning experiences, such as World Savvy Club, Global Citizenship elective class. We will implement a kindergarten pilot of Spanish language instruction district-wide in fall 2019, with additional grade levels to follow.	**Met** **Learner Profile** • To help our students build the dispositions and skills of globally minded individuals who can act on issues of global significance, we implemented a district-wide Learner Profile in August, 2019. • Early in the year, teachers introduced the Learner Profile to their students and taught them the meaning of the attributes. Throughout the year, teachers embedded the Learner Profile in their lessons and identified skills for students to demonstrate those attributes. • Staff meetings and collaboration time were dedicated to helping teachers plan implementation. • School sites included the dispositions in student recognition assemblies. • In May, all 5th and 7th grade students were surveyed to see how well they understood the Learner Profile. Teachers were also surveyed to determine areas where they need support in implementation. **Global Studies Framework** • The district global studies framework was reinforced through professional development trainings and with teachers during coaching sessions. • Teachers across the district used the framework to redesign instructional units to make them more relevant and globally focused. **Global Competence Professional Development** • District Global Studies coach led 10 professional development workshops for teachers focused on the district global competence framework and best practices for teaching global competence.

23

Expected	Actual

	• 22 staff members received training on teaching for global competence through their participation on the district Global Studies Committee.
	
	• Additional teachers attended International Baccalaureate and World Savvy trainings. 60 Middle school students attended a World Savvy conference in May to share their action research projects.
	
	Student Global Learning Experiences
	• Students across the district participated in globally focused curriculum that engaged them in learning different perspectives, communicating their ideas, and taking meaningful action.
	• Middle School offered the Global Studies elective class.
	
	Elementary Spanish Program
	• We implemented the pilot program of Spanish language instruction at the kindergarten level this year.
	• All kindergarten students across the district participated in two 30-minute Spanish classes each week. There were strong learning outcomes from the program:
	    - 88% of students reaching end-of-year Spanish listening goals.
	    - 83% of students reaching end-of-year Spanish speaking goals.

Deep Content, Inquiry-Based Learning (Action 5) All students will be provided opportunities to participate in deep content, inquiry-based learning experiences.	**Partially Met** **Deep Content, Inquiry-Based Learning** To varying degrees, students were provided inquiry-based instruction and project-based learning opportunities in our classrooms, as evidenced through principal observations during classroom walk-throughs, as well as teacher input during grade level/department and staff discussions.
Parent and Family Engagement (Action 6) We will continue to have strong parental involvement at all of our schools and on district committees. We will maintain or increase the level of parent engagement in decision-making at the site and district	**Met** **Parent and Family Engagement**

Expected	Actual
level through a variety of ways, including regular in-person meetings, such as, and annual parent surveys. This is evidenced by attendance and sign-in sheets at PTA meetings, School Site Council meetings, DELAC meetings, Board meetings, as well as site and district committees.	• We maintained high levels of parent engagement in site- and district-level decision-making by seeking their participation in a variety of in-person meetings and through written feedback. • Some of the in-person meetings included District English Language Advisory Committee, monthly PTA/PTA Council, School Site Councils, Community Financial Advisory Committee, It Takes A Village, Kiddo! Board, Equity Committee, and other committees at each site. • Written parent feedback was gathered through two parent surveys sent out this year seeking input on our programs, the strategic plan, and the LCAP.
Communication with Families (Action 6) Parent engagement is an integral part of the school climate system. District, school and teacher websites will be updated regularly with current and relevant information for families. Other effective communication skills will continue to be explored.	**Met** **Communication with Families** • Teachers regularly provided current and relevant information for parents. • In order to enhance our communication with families, one of our schools piloted the use of Parent Square, an integrated communication platform. All schools plan to use the platform next school year with the goal of streamlining district communication. • There was some inconsistency from teacher to teacher as to the frequency of their classroom websites being updated and assignments posted digitally. • At least 50% of teachers utilized other home-school communication tools, such as Seesaw, to regularly share information about the classroom with families.
Parent Engagement and Equity Committee We will maintain or increase parent engagement of unduplicated students and individuals with exceptional needs opportunities to participate in discussions that support their child's progress, as well as meetings about how to enhance programs that serve unduplicated students. We will be forming a District Equity Committee in 2018-2019 to help engage a broader spectrum of parents and to support our equity work.	**Partially Met** **Increasing Engagement Across All Student Groups** • We experienced high levels of engagement from our parents and families through school events and meetings, as well as through opportunities to discuss their children's progress. • We continued to focus on engaging parents of unduplicated students (i.e. English Learners, socio-economically disadvantaged students, foster youth). They were invited to attend parent-teacher

Expected	Actual

The committee's mandate, composition, and meeting dates will be posted in September 2018. One of the committee's goals is to increase parent participation across all student groups. This will involve doing outreach to those groups with limited participation, determining the barriers that have prevented involvement, and mitigating these obstacles.	conferences, Student Study Team (SST) meetings, and Individual Education Plan (IEP) meetings.
	
	• Parents were also invited to attend other meetings, such the District English Language Advisory Committee, and LCAP Parent Advisory Committee, Parent Equity Committee meetings to provide suggestions about how we could enhance our programs to better serve their children.
	
	Parent Equity Committee
	
	• This year we formed a District Equity Committee to help engage a broader spectrum of parents and to support our equity work. The committee engaged in valuable discussions to make progress towards the committee's overarching goals:
	
	   - Hear parent perspectives, which will help us ensure our planning around equity is responsive to what we hear from our school district community
	
	   - Build a common understanding of what equity means in education
	
	   - Give participants opportunity to share how equity in the MVSD education system is immediate and personal to them
	
	   - Create structures to address the student achievement gap, inclusion, and parent engagement
	
	   - Look at academic achievement data to inform our work
	
	   - One of the committee's goals was to identify ways to increase parent participation across all student groups by determining the barriers that have prevented involvement, and mitigating these obstacles.

English Language Development Program (Action 7) To facilitate our English Learners accessing the CCSS in English Language arts and the ELD standards, we will offer an ELD program based on this academic content and performance standards. The ELD team will use high-quality, ELA/ELD curricular materials and research-based practices in their program. Classroom teachers will consult with	**Met** **English Language Development Program** • The ELD team used the ELA/ELD standards as a basis for developing their programs. They included a variety of ELA/ELD-aligned curriculum for their programs, and these materials enhanced the quality of instruction provided by the ELD team.

Expected	Actual
ELD Specialists help integrate effective ELD strategies in the regular classroom, where our CLAD certified teachers support their EL students throughout the day.	• The K-8 team met monthly to share best practices and align their programs, examine student achievement and language proficiency results, and coordinate ELPAC testing.
English Learner Progress (Action 7) We will evaluate the effectiveness of the ELD program through multiple measures, including student annual progress on the ELPAC. At least 65% of EL students will show progress on the ELPAC, advancing at least one level on the test from the previous year of testing. We will also reclassify at least 25% of our EL students as Fluent English Proficient.	**In Progress** **English Learner Progress** With the transition from CA English Language Development Test (CELDT) to (English Language Proficiency Assessment for CA) ELPAC, there has been an absence of State data to compare EL language proficiency progress. Consequently, we needed to use other measures to monitor student progress, including CAASPP scores, Fountas and Pinnell benchmark reading scores, progress reports/report cards, classwork, and other informal measures. These are the Fountas & Pinnell end-of-year benchmark reading scores for our current English Learners: • 48% met benchmark reading targets • 15% were near meeting benchmark reading targets • 37% were below meeting benchmark reading targets We determined that our English Learners made appropriate progress using these measures. EL progress on the Summative ELPAC assessment can be measured in fall 2019, when results will be made available. To determine our EL reclassifications this year, we used CAASPP scores, Fountas and Pinnell benchmark reading assessment scores, progress reports/report cards, and classroom teacher input. • 23 of the 100 EL students, or 23%, were reclassified as Fluent English Proficient this year, which is an increase of 7 students from last year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Social-Emotional Learning
 	
Action 1) Students will learn in positive classroom environments that support their social-emotional well-being and foster development of strong character.
 	
Action 1.1) We will integrate social-emotional learning, such as Kimochis, Zones of Regulation, and mindfulness, into classrooms, as evidenced by implementation of programs across grade levels.
 	
Action 1.2) We will embed the attributes of the Mill Valley School District Learner Profile (balanced, collaborative, communicator, courageous, critical thinker, empathetic, inquirer, knowledgeable, open-minded, perseverant, principled, reflective) into the curriculum. Students will demonstrate these attributes across all grade levels. Learner Profile grade level expectations will be developed.
 	
Action 1.3) Appropriate levels of counseling support for students across the district will be determined and provided, as measured by counselor-student contacts and number of behavioral incidents across all student groups.
	Social-Emotional Learning
	
	We maintained our focus on supporting students' social, emotional, and behavioral needs with the overarching goal of providing students positive classroom environments that support their social-emotional well-being and foster development of strong character. Our district continued to use a multi-tiered approach to social-emotional learning.
	  • Tier 1 focused on programs for core classroom instruction to be implemented at identified grade levels across schools,
	  • Tier 2 focused on targeted small group instruction.
	  • Tier 3 focused on intensive, individual intervention/counseling.
	
	Other components of the program included:
	  • Positive school climate efforts
	  • Bullying prevention
	  • Crisis intervention
	  • Student check-ins and drop-ins (i.e. repair circles, conflict resolution)
	  • Teacher support (i.e. resources, consultations)
	  • Parent support (i.e. referrals to community resources, parent education, consultations)
		Amount: $925,176
		Source:
		LCFF - $197,979
		Other State - $30,135
		Federal - $52,123
		Local - $644,939
		
		LCFF Base - $850,977
		LCFF Supplemental - $74,199
		
		Budget Reference:
		Counselor total compensation (salaries, health and welfare, and benefits)
			Amount: $827,468
			Source:
			LCFF - $175,670
			Other State - $30,135
			Federal - $52,129
			Local - $569,534
			
			LCFF Base - $759,781
			LCFF Supplemental - $67,687
			
			Budget Reference:
			Counselor total compensation (salaries, health and welfare, and benefits)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.4) The middle school will continue to use restorative practices to address student disciplinary issues, as measured by suspension rates across student groups.	**Social-Emotional Learning Programs (1.1)** • With our counseling staff's support, we continued to focus on implementing our three key Social-Emotional Learning (SEL) programs into our elementary classrooms. • Kimochis and Zones of Regulation have been integrated widely across our schools, and Toolbox was introduced as one of these key SEL programs. • Mindfulness continued to be used in a large number of elementary classrooms, and the practice spread more widely across the middle school. **Learner Profile (1.2)** • Across our district, teachers and staff started to embed the newly developed Mill Valley School District Learner Profile into classrooms. • Our Global Studies Committee created a district action plan for implementation of the Learner Profile so that it was implemented in similar ways at all schools. • Students from all classrooms were recognized at Board meetings for demonstrating attributes of the Learner Profile. • All staff took a survey at the end of the year on their implementation of the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

	Learner Profile, which will inform our work for next year.
	
	Counselor Staffing (1.3)
	To provide more direct support to students, counseling staff increased district-wide this year.
	  • An additional counselor was added to the middle school, totaling three counselors and an educational therapist.
	  • There was also an increase in counseling staffing of .8 FTE across the elementary schools, which enabled more students to receive individual and group support.
	
	Counseling Support (1.3)
	  • District-wide and counselors worked closely with students needing social-emotional support through one-on-one and small group counseling (i.e. new students, divorce/families in transition, friendship, social skills, communication).
	  • They coordinated social-emotional programs that provided students self-regulation strategies.
	  • Counselors also communicated with families about outside services that may be of assistance to them.
	  • The educational therapist worked with a large caseload of students, both with IEPs and in general education.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Middle School Clubs • To increase their connectedness to school, the middle school offered a variety of clubs for students to join. • They held a club fair at the beginning of the school year and encouraged students to join a club to enrich their middle school experience. • Middle school staff continued to explore ways to further promote clubs, and encouraged students to create and join them. **Restorative Practices - Middle School (1.4)** • Restorative practices continued to be utilized this year by the middle school staff as the overarching approach to address student disciplinary issues. • The middle school staff received training on restorative practices from the organization (SEEDS) on what it looks like to implement restorative justice and practices at the school and the positive impact on our students. • They learned more about incorporating restorative circles, and addressing student behavior concerns in a restorative, rather than punitive, ways. • Restorative practices were more consistently utilized by teachers, counselors, and the administrative team to correct undesirable behavior.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Restorative Practices – Elementary Sites (1.4) The elementary teachers, administrators, and other staff participated in a training facilitated by SEEDS on restorative practices. • They learned about the principles of restorative practices, what it looks like to implement restorative justice, and how it creates more inclusive and supportive environments for our students to thrive. • They experienced a community building circle and deepened their understanding about restorative communication. **Conflict Resolution Strategies** Different programs were employed at our elementary schools to address conflicts in proactive ways. • Conflict Managers, Peaceful Playground Coaches, and the Peace Path for conflict resolution helped students with disagreements on the playground. • These were effective ways for students to de-escalate conflicts with help from their peers, without requiring much assistance from administrators.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Academic Achievement **Action 2)** All students will reach high levels of achievement in all content areas, as evidenced by an increased performance on standardized and authentic performance assessments across all student groups. **Action 2.1)** All students will be supported through high-quality instruction in all content areas with the implementation of CA State Standards across all subject areas (language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education), as evidenced by student schedules and subject-specific authentic assessment measures. **Action 2.2)** Teachers will continue to employ effective teaching practices and use standards-based materials, as determined by multiple measures, including progress reports and report cards, and assessment results, such as CAASPP scores and local assessment measures. Our target for CAASPP testing is for 80% of students to meet or exceed standards in English Language Arts and Mathematics.	**Academic Achievement** Students experienced high levels of learning across all content areas. This was evidenced by strong student performance on CAASPP testing and locally developed assessments. **High-Quality Instruction (2.1)** • All students received high-quality instruction using standards-based materials across all content areas, including language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education. • Students also benefited from effective instructional strategies and practices employed by teachers, which deepened their learning. **Standards-Based Teaching Practices (2.2)** • Teachers had access to high-quality resources, including technology tools and standards-based curriculum, to most effectively do their work. These practices strengthened the caliber of teaching and the depth of learning that took place in our classrooms. • Common Core-aligned curricular resources were available to all elementary	**1) Amount:** $29,714,543 **Source:** LCFF - $10,868,322 Other State - $4,634,447 Federal - $416,270 Local - $13,795,504 **Budget Reference:** Certificated staff total compensation (salaries, health and welfare, and benefits) **2) Amount:** $100,000 **Source:** LCFF - $100,000 Other State - $0 **Budget Reference:** Textbooks and materials	**1) Amount:** $29,181,698 **Source:** LCFF - $10,272,399 Other State - $4,611,933 Federal - $362,801 Local - $13,934,565 **Budget Reference:** Certificated staff total compensation (salaries, health and welfare, and benefits) **2) Amount:** $100,000 **Source:** LCFF - $100,000 **Budget Reference:** Textbooks and materials

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.3) We will develop and use standards-aligned, common, formative assessments for reading and math. We will utilize a district-wide system for assessment data collection, along with common protocols for administering the assessments and interpreting the results.	teachers, along with middle school math and language arts teachers. Teachers also used other teacher-generated materials based upon Common Core State Standards. • Teachers of all other subject areas had access to the curricular materials, supplemental resources, and supplies needed to provide a robust academic program to their students. • Teachers began full implementation of Next Generation Science Standards (NGSS) by developing science units of study based on the new standards and/or using NGSS curricular materials made available to them, which included Mystery Science and Amplify. **Assessments (2.2 & 2.3)** • Teachers used classroom-based assessments and other local benchmark assessments to determine students' understanding of content, along with progress report/report card grades, to track student growth. • All elementary teachers administered common, district-wide reading assessments and protocols as part of a Reading Assessment Toolkit, each trimester. These reading scores were collected in a district-wide data system, which sites accessed to monitor student progress and to guide intervention decisions.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• At the middle school level, many grade level teams in departments used common assessments, particularly in the math department. Also, three reading teachers at the middle school piloted Reading Inventory, an online reading assessment program, with their classes this year. **Results** These specific efforts targeted at increasing student achievement resulted in an increase in CAASPP testing scores. • 85% of students in the district or exceeded standards in ELA. • 79% of students in the district met or exceeded standards in Math.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Differentiation **Action 3)** We strive to maximize each child's potential. In an effort to increase proficiency for all students, ensure all students make progress towards standards, and close the achievement gap between student groups, we will differentiate instruction in classrooms and offer intervention programs. **Action 3.1)** Students will be provided with differentiated learning in which teachers	**Differentiation** • Teachers used a variety of targeted strategies to differentiate for the range of student needs in their classrooms. • Teachers met in teams and with resource staff to discuss individualized instruction strategies for students struggling to meet grade level standards.	**1) Amount:** $29,714,543 Certificated staff total compensation (salaries, health and welfare, and benefits) reflected In Goal 1 Action 2 **2) Amount:** $612,934 **Source:** LCFF - $363,132	**1) Amount:** $29,181,698 Certificated staff total compensation (salaries, health and welfare, and benefits) reflected In Goal 1 Action 2 **2) Amount:** $670,179 **Source:** LCFF - $419,847

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
use targeted instructional strategies and curricular materials to address students' individual academic needs, supporting both gifted learners/high achievers and struggling learners, as evidenced by growth across all student groups, including a minimum of 10% annual increase on CAASPP language arts and math scores in these student groups: African American students, Latino students, English Learners, low-income students. **Action 3.2)** Reading And Math Program (RAMP) will be provided at all schools to students needing additional academic support. Students participating in RAMP will receive high-quality intervention from instructors who are provided with professional development opportunities and use research-based intervention materials in their programs, as measured by student growth towards benchmark assessments and grade level expectations. **Action 3.3)** We will offer an after-school homework program at the middle school to support students needing help with work, as measured by student attendance.	**CAASPP Testing Results** When examining 2018 disaggregated CAASPP student group results, we identified a clear gap in achievement between certain student groups and the overall scores of all students who took the tests. **ELA CAASPP testing highlights**, as reported on the CA Dashboard: • All third-eighth grade students maintained a very high performance, with 85% of students meeting grade level ELA standards. This was an increase of 4% from 2017 scores. • All of these student groups increased their performance levels in ELA: African American students, English learners, socio-economically disadvantaged students, Hispanic students, students with disabilities, White students, and students with two or more races. Asian students reflected the only student group that saw a slight decrease in their performance. • All student groups continued to score above grade level expectations in ELA. • While not a large enough student group to be assigned a performance level on the CA Dashboard, African American students saw a 9% increase in ELA. Although this is a significant increase, there still remains a large achievement gap of 32% between African American	Other State - $13,526 Federal - $236,276 TK-5 - $369,994 6-8 - $242,940 LCFF Base - $360,575 LCFF Supplemental - $252,359 **Budget Reference:** RAMP instructional support & Middle School intervention teacher total compensation (salaries, health and welfare, and benefits) **3) Amount:** $344,478 **Source:** LCFF Supplemental - $344,478 **Budget Reference:** Intervention staff total compensation (salaries, health and welfare, and benefits)	Other State - $13,526 Federal - $235,606 Local - $1,200 TK-5 - $394,160 6-8 - $276,019 LCFF Base - $407,023 LCFF Supplemental - $263,156 **Budget Reference:** RAMP instructional support & Middle School intervention teacher total compensation (salaries, health and welfare, and benefits) **3) Amount:** $347,741 **Source:** LCFF Supplemental **Budget Reference:** Intervention staff total compensation (salaries, health and welfare, and benefits) LCFF Supplemental - $347,741

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students and overall student achievement in ELA. **Math CAASPP testing highlights**, as reported on the CA Dashboard: • All students maintained a high performance, with 79% of students meeting grade level Math standards. This was an increase of 3% from 2017 scores. • All of these student groups increased their performance levels in Math: socio-economically disadvantaged students, Hispanic students, students with disabilities, White students, and students with two or more races. • Asian students and English Learners were the two student groups that saw a decrease in their performance. • While not a large enough student group to receive a performance level on the CA Dashboard, African American students saw a 7% increase in Math. Although this was a substantial increase, there still is the achievement gap of 32% (as with ELA scores) between African American students and overall student achievement in Math that continues to persist. **Data-Informed Decision-Making** • As a result of this analysis, site administrators with their school teams looked at each student working below grade level to determine how to best meet		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	their academic needs on an individual basis.		

their academic needs on an individual basis.

• Teams also determined other interventions to put in place to provide additional support to students and/or their families.

Middle School Academic Intervention

• For intervention programs, we offered intervention classes for both reading and math at grade levels at the middle school.

• Teachers in the reading classes used the research-based Leveled Literacy Intervention curriculum and other instructional resources. Class sizes were capped at 15 students with two adults working with students.

• In math, the middle school provided academic workshop math classes and math support classes to address the needs of the students. Class sizes were capped at 16 and 18 students with two adults working with students.

• Both of these reading and math intervention classes provided targeted intervention for our students of greatest need, unduplicated students (i.e. socio-economically disadvantaged, English Learners, and Foster Youth).

Academic Intervention - Elementary

RAMP was the primary Tier 2 intervention program in place at all schools.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Over 200 elementary students participated in RAMP intervention this year to receive support in reading and/or math. • The RAMP team used these intervention curricular programs: Leveled Literacy Intervention and Do The Math. • They participated in monthly district-wide professional development sessions this year. They discussed ways to improve their programs, shared best practices to support student needs, and focused on math instruction and reading assessment. • These intervention classes were effective at meeting students' needs, as evidenced by their scores on Fountas & Pinnell benchmark reading assessments, which were administered each trimester, local math assessments (including Do The Math*),* and progress report/report card information. More than 50% of student met end-of-year reading benchmark levels. **Middle School Homework Help** • The Dean of Students at the middle school oversaw the After-school Homework Help two days per week for students who need additional time and support completing school assignments. • While the Homework Help was open to all students, some students were		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	identified and encouraged to attend based on teacher recommendations and grades. • On average, there were 10 to 15 students in attendance at each session. • Along with the After-school Homework Help, middle school teachers supported students during Panther Time or by meeting with students before or after school for additional support. **<u>Strawberry Point Homework Club</u>** • Strawberry Point provided an after-school homework club that assisted English Learners with completing assignments, working on take-home projects, and participating in community service projects. • The program took place after-school for an hour three days each week. There were typically 7 to 10 current and reclassified EL students who participated each session. • Assisting their children with homework can be overwhelming for some EL families, so this program offered greatly needed help from one of our ELD instructors. It also facilitated communication with each student's classroom teacher about the successes and struggles students are having with their projects and homework.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Instructional Technology
 	
Action 4) Technology is used to enhance instruction.
 	
Action 4.1) Students will be offered innovative blended learning experiences with teachers' skilled integration of instructional technologies, as measured by effective online research, communication with teachers/peers, collaboration with peers on schoolwork, and use of creative digital tools.
	Instructional Technology
	
	Technology integration in classrooms continued to be a key focus for our district. In general, teachers made progress with this initiative, with the extent of this progress depending on teacher comfort level.
	
	Professional Development
	
	To support teacher integration of technology in their classrooms, we continued the professional development focused on instructional technology district-wide. Targeted professional development and support was provided from our Instructional Technology Coach.
	
	  • Professional development has helped to build teachers' expertise with 21st century skills (creativity, collaboration, communication, collaboration and critical thinking), as well as encourage connections outside the classroom.
	
	  • We offered staff multiple opportunities to attend conferences, such as EdTech Teacher workshops and EdTech Teacher Innovation Summits, which are focused on technology-enhanced instruction.
	
	  • The middle school staff participated in a summer 1:1 program institute, with an emphasis on the site's digital citizenship plan, which teachers referenced throughout the year.
		Amount: $29,714,543
		Certificated staff total compensation (salaries, health and welfare, and benefits) reflected In Goal 1 Action 2
		
		- Instructional Technology Coach total compensation included in certificated staffing
			Amount: $29,181,698
			Certificated staff total compensation (salaries, health and welfare, and benefits) reflected In Goal 1 Action 2
			
			- Instructional Technology Coach total compensation included in certificated staffing

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• There were dedicated full day sessions (grades K-5) focused on technology for each district-wide grade level team. Teachers were able to share expertise and new tech-related classroom projects with each other, and they were given time to collaboratively plan together. • The Instructional Technology Coach worked with individuals and small groups of teachers on their technology integration. **1:1 Program – Middle School** • The 1:1 iPad program was in place at all three grade levels (sixth, seventh, and eighth) for the second year. • Teachers used the iPad and other technology as educational tools to enhance student learning. • Our Instructional Technology Coach led regular sessions with the middle school staff, and worked with individual and small groups of teachers on their technology integration. • Observation during classroom visits and teachers sharing examples of classroom projects at staff meetings indicated a broad implementation of technology at the middle school. **1:1 Program – Elementary Level** • All fifth-grade classrooms participated in the 1:1 Program for the third year.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Teachers at our elementary sites continued to develop their skills and comfort level integrating technology into their instructional practices. • In general, teachers made progress with this initiative, with the extent of the progress depending on teacher comfort level using technology.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Global Studies **Action 5)** Students will participate in learning opportunities that foster global mindedness and turning knowledge into action. **Action 5.1)** Students will have opportunities to participate in trans-disciplinary learning experiences that include perspective taking, investigating the world, communicating effectively, and taking action/engaging in service learning projects, as evidenced by teacher use of a global studies framework as a guide for developing curriculum and instruction. **Action 5.2)** Students will have opportunities for world language	**Global Studies** Elementary teachers and schools fostered students' global awareness in different ways, ranging from studying current global issues to integrating stories, art, and music from around the world. **Student Global Learning Experiences (5.1)** • Engaging with the community as a way for students to broaden perspectives, communicate ideas, and taking action was reinforced across the district. • Over 300 sixth grade students attended the Global Climate Change exhibit as part of the Global Climate Action Summit in San Francisco in the fall and studied climate change in their	**Amount:** $29,714,543 Certificated staff total compensation (salaries, health and welfare, and benefits) reflected In Goal 1 Action 2 - Global Studies Teacher on Special Assignment total compensation included in certificated staffing	**Amount:** $29,181,698 Certificated staff total compensation (salaries, health and welfare, and benefits) reflected In Goal 1 Action 2 - Global Studies Teacher on Special Assignment total compensation is included in certificated staffing

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instruction/exposure in middle school and at the elementary level with the kindergarten pilot in 2018-2019, as measured by student schedules. **Action 5.3)** Students will learn in an environment that provides inquiry-based learning, with opportunities to participate in project-based learning that has relevant, real-world applications, as evidenced by student work and classroom visits.	science classes. In spring, some of these students created action projects for an Earth Day celebration while others explored climate issues in countries across the world. • Second grade students studying immigration interviewed immigrants from the community to broaden their perspectives on immigration. • In several classrooms, students learned from community members about essential community jobs and actions individuals took to improve the community. • Some third grade and eighth grade students interviewed community members and made documentary films. • Principals also reported school-wide activities and events that promoted global awareness and connectedness, such as community service projects and International potlucks. • The middle school's Global Citizenship students and first year Spanish students developed action projects around a global issue and select students presented these at the World Savvy Festival at Mills College. **Global Studies Committee** The K-8 Global Studies Committee, comprised of 22 teachers and administrators, continued to build and act on the district's five key global studies		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

	action plans. They also continued to be trained teaching for global competence principles and practices from our district Global Studies coach and other global education organizations, such as the Asia Society.
	
	Elementary Spanish Program (5.2)
	This year we implemented a successful pilot of Spanish classes in kindergarten classrooms district-wide.
	 • Students had two 30-minute Spanish classes each week in a completely Spanish immersion learning environment.
	 • The program was linked on the ACTFL standards for foreign language and were based on developmentally appropriate goals for kindergarten-age learners. Content taught in Spanish classes connected to kindergarten standards and themes taught in kindergarten classrooms.
	 • There were strong student learning outcomes in the kindergarten Spanish pilot.
	  - 88% of students reaching end-of-year Spanish listening goals
	  - 83% of students reaching end-of-year Spanish speaking goals
	  - High levels of student active participants by all students		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	- Increased confidence with speaking Spanish and taking risks in Spanish classes - Consistent use visual cues to understand what the language - Development of Learner Profile attributes: courageous, communicator, collaborator, and inquirer **<u>Inquiry- and Project-Based Learning (5.3)</u>** We continued to provide inquiry-based instruction and project-based learning opportunities in our classrooms. • More than 30 teachers revised or developed new units with the support of the district Global Studies coach to make them more inquiry-based and action-oriented. • Other teachers wrote grants and attended professional development opportunities to enhance their practice. • Multiple teachers received training in the methodology of project-based learning. Some teachers implemented whole grade-level extended projects.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent and Family Engagement **Action 6)** We will maintain high levels of parent/family engagement in our school communities, where all parents are welcomed and have opportunities to be engaged in their child's education. **Action 6.1)** We will provide regular, two-way communication with our school communities through a variety of tools, which are updated with current, relevant information, as evidenced by websites, newsletters, focus groups, and other communication vehicles. **Action 6.2)** We will generate active engagement between all parents/families and schools to promote student learning and success, as evidenced by parent participation representative of all student groups in school activities, including parent meetings and parent education opportunities. We will be forming a District Equity Committee in 2018-2019 to help engage a broader spectrum of parents and to support our equity work.	**Parent & Family Engagement** • We maintained our focus on regularly updating the district and school websites with current, relevant content. • There was some inconsistency from teacher to teacher as to the frequency of updating teacher websites, although some teachers use other communications tools. • The district maintained an effort to engage parents and families using other online methods such as surveys, newsletters, and social media. • Parents were also engaged in person at committee and public meetings and events. **Communication (Action 6.1)** • Teachers updated their websites using district guidelines and many have used additional communications methods and tools. • Digital newsletters from the district, schools, and PTAs were sent on a regular basis. • We used other methods to communicate with and inform families, including meetings, social media, online forums, and community bulletin boards.	**Amount:** $38,477,072 **Source:** LCFF - $17,314,651 Other State - $5,708,118 Federal - $1,343,073 Local - $14,111,230 **Budget Reference:** All certificated and classified staff total compensation (salary, health and welfare, and benefits)	**Amount:** $38,362,905 **Source:** LCFF - $17,011,775 Other State - $5,707,408 Federal - $1,340,369 Other Local - $14,303,353 **Budget Reference:** All certificated and classified staff total compensation (salaries, health and welfare, and benefits)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Equity Committees (Action 6.2) • As part of our equity work and to generate more active engagement by families across all student groups, we established two equity committees this year, a staff equity committee and a parent equity committee. - The Staff Equity Committee focused its discussions on culturally relevant teaching practices. - The Parent Equity Committee focused on hearing different parent perspectives about equity, learning about their experiences in our schools, and gathering ideas about how to reach a broader spectrum of parents in our communication and school events.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Language Development **Action 7)** We will continue to build our English Language Development (ELD) program. **Action 7.1)** ELD staff will use high-quality ELD curricular materials, be provided with relevant professional development	**English Language Development** The ELD team continued to improve their program based upon the ELA/ELD Standards. With this focus on these standards and integration of effective ELD strategies focused on the particular needs of EL students, our district-wide ELD	**Amount:** $223,441 **Source:** LCFF - $213,972 Other State - $9,469 Federal - $0 Title III English Learner Funds - $7,844	**Amount:** $214,422 **Source:** LCFF - $194,172 Other State - $9,469 Federal - $2,937 Title III English Learner Funds - $9,844

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
opportunities, and implement research-based strategies in order to best serve English Learners. **Action 7.2)** We will continue to strengthen parent involvement and communication with parents of English Learners, as evidenced by different modes of communication and development of an ELD page on the district website. **Action 7.3)** We will monitor EL student progress with language acquisition through annual administration of the English Language Proficiency Assessment in CA (ELPAC) and other language/reading assessments each trimester.	program continues to be strengthened year after year. **ELD Teaching Practices & Training (7.1)** • The ELD team met on a monthly basis to discuss and align their programs, share best practices with one another, analyze student achievement and language proficiency data, and coordinate the administration of the English Language Proficiency Assessment in CA (ELPAC). The team attended trainings on how to administer the Initial ELPAC and Summative ELPAC. • The ELD team used a variety of ELA/ELD-aligned curriculum for their programs, including Reach/Inside curriculum, Kate Kinsella's Academic Vocabulary Toolkit, and Reading A-to-Z materials. • ELD teachers collaborated with general education teachers to help ensure this connection between these programs. **Communication with EL Families (7.2)** We maintained our communication to parents of EL students. • Parent meetings happened informally at school sites, as well formally at District English Language Advisory Committee meetings.	LCFF Base - $197,677 LCFF Supplemental - $17,920 **Budget Reference:** Certificated and instructional support total compensation (salaries, health and welfare, and benefits)	LCFF Base - $197,524 LCFF Supplemental - $16,898 **Budget Reference:** Certificated and instructional support total compensation (salaries, health and welfare, and benefits)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• To enhance this communication, the ELD team started the planning process for an ELD page on the district/school websites. **Monitoring EL Student Progress** (7.3) • To better monitor students' language acquisition progress from year to year, the ELD team continued to use a shared spreadsheet that captures ELPAC data over multiple years. The ELD team used it as a reference to monitor student progress in conjunction with reviewing Fountas & Pinnell reading assessment data and CAASPP results. • The ELD also continued to monitor the progress of students who have been redesignated as Fluent English Proficient through the use of a shared spreadsheet that captures student progress for three years after reclassification. This helped ensure that safety nets are in place for these students after exiting the ELD program. • To monitor our students' progress with English language acquisition, our ELD team administered the Summative ELPAC to EL students each spring. Along with the ELPAC, student growth was monitored through benchmark reading assessments each trimester and other informal assessments throughout the year.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action 1 (Social-Emotional Learning) - We had strong implementation of this action by providing consistent counseling support at all schools. Counselors facilitated one-on-one and small group counseling (e.g. friendship groups), facilitated parent talks, helped address student attendance and chronic absenteeism issues, and provided referrals to families in need. Counselors also helped coordinate social-emotional programs, such as character assemblies for each grade level at the middle school, which positively impacted all students and increased their sense of connectedness to school. At the elementary level, Kimochis and Zones of Regulation programs were implemented across schools. The SEL program Toolbox started to be implemented in some schools, and there are plans for it to be used more widely next year. Counselors also offered guidance in responsive classroom techniques, alternative seating, and supporting students' sensory diets.

There was a great deal of student/staff/parent feedback requesting an increase our counseling levels in order to address the social-emotional needs of our students. Consequently, we added an one more counselor at the middle school and increased the counseling staffing by .8 FTE at our elementary schools this year.

Across our schools, restorative justice practices were regularly utilized as a means of resolving conflicts constructively. In restorative circles using with specific protocols, students were asked take responsibility for their actions and repair the relationships harmed by the wrongdoing in a supportive context involving both students and adults.

The middle school employed a variety of methods and processes to support students with a restorative approach. They implemented progressive discipline, in which issues were first handled by teachers with classroom intervention. Behaviors concerns were then handled by the administrative team for more intensive follow-up with counselors after consequences were delivered. The middle school administrative team found that restorative justice practices were most effective when there was an admission of wrongdoing, students were ready to repair the relationship, and there was parental support for the process. Our restorative practices will continue to be implemented next school year.

The district Learner Profile was integrated at all schools district-wide. We will continue to focus on implementing common practices across our schools related to the Learner Profile.

Action 2 (Academic Achievement) - We made good progress with the implementation of this action. Teachers of math and language arts used Common Core State Standards as a foundation for their instruction, and teachers of science began to fully implement the Next Generation Science Standards in their science programs. With CA standards as the foundation for their programs, teachers developed engaging academic programs

that embedded technology, high-quality curricular resources, and effective teaching methodologies. This has strengthened the caliber of teaching and the depth of student learning in our schools, and has been helpful in developing our teaching staff.

Students demonstrated high levels of learning based on standards and with the use of standards-aligned materials, as evidenced by local and state student achievement measures. Teachers were given the flexibility to use standards-aligned materials as their core curriculum, as supplemental resources, or for reference when developing their own reading and math programs. To address the Next Generation Science Standards, over 50 elementary teachers taught one or more of their units from the Amplify science curriculum, and the majority of teachers used Mystery Science in their programs. The science department at the middle school will be piloting NGSS curriculum in the fall and will select a program for adoption following the pilot process.

As far as CAASPP testing results, 85% of students in the district met/exceeded grade level standards in ELA. 79% of students in the district met/exceeded grade level standards in math. We saw gains in test scores across nearly all student groups in both ELA and math, with the exception of slight declines by our Asian student group (ELA and math) and English Learners (math). Nearly all of our student groups are working above grade level expectations in both ELA and math. While not a large enough student group to receive a performance level on the CA Dashboard, African American students saw a 9% increase in ELA and a 7% increase in math. Although these were significant gains, there is the achievement gap of 32% in both ELA and math between African American students and overall student achievement.

Across all classrooms at our elementary schools, teachers administered common Fountas and Pinnell reading assessments and protocols at each trimester. These reading scores were entered into a shared data spreadsheet to monitor student reading progress over time. Teachers at the middle school teaching the sixth, seventh, and eighth grade reading classes also administered reading assessments to track their students' growth. We planned to develop common math assessments for elementary level this year, but it did not get accomplished. It is a priority for next year's work to develop common math assessments and protocols for administration. These assessments will provide needed resources to monitor our students' math progress over time.

Action 3 (Differentiation) - We made some progress with this action, with teachers differentiating instruction and practices to meet the range of academic and social-emotional needs of their students. To monitor students' reading progress, three teachers in the Core Department at the middle school piloted online Reading Inventory assessments this spring. All teachers in the Core Department will be piloting the Reading Inventory assessments next year.

An area of emphasis needed for our district is differentiating in our regular classrooms to better meet the academic needs of students working below grade level. Approximately 15% of our students are not meeting grade level standards in ELA and 20% of our students are working below grade level in math. With the funding from the Low-Performing Students Block Grant, we have an opportunity to make this a priority as we launch our work in the fall and it will continue to be an area of emphasis for our district moving forward.

As far as implementing Tier 2 academic interventions, these were in place at all schools district-wide. Math and reading support classes at the middle school and Reading And Math Program (RAMP) at the elementary schools provided targeted intervention to our unduplicated students and

others working below grade level. Intervention teachers were provided with Leveled Literacy Intervention, which are research-based intervention materials. The use of these materials greatly enhanced the quality of instruction by providing cohesive, sequential lessons and high-quality student texts. The new curriculum also provided common instructional intervention across all five of our elementary schools.

RAMP team members were also offered opportunities to attend intervention trainings and participate in pertinent professional development. The focus for these trainings was math and the new math intervention curriculum, Do The Math, which was purchased for all five elementary sites. We developed common systems and criteria (i.e. Fountas and Pinnell reading scores) across the elementary schools for selecting students to enter RAMP, as well as exiting them from the program.

We disaggregated and analyzed our 2018 CAASPP data to determine which student groups were underperforming the overall student population. The data indicated that African American students, English Learners, social-economically disadvantaged students, and students with disabilities weren't achieving at the same levels as other student groups.

This analysis provided useful student achievement information, and when coupled with other local measures, it helped to inform our next steps of targeting the needs of individual students and underperforming student groups. Administrators and school teams noted the students by name who scored below grade level in order to determine what supports are in place to assist each of them. School teams took steps to provide specific interventions to better meet the individual academic needs of these students. Teams also identified and implemented other interventions to support these students and/or their families. Efforts to differentiate for underperforming student groups will continue next year.

These intervention programs were effective in offering students needed academic support, as evidenced by class participation, student work, progress report/report card grades, and attendance. We need to periodically examine this data to determine the continued efficacy of these intervention programs. To measure progress over time, we need to examine and compare assessment data for year-to-year growth. We will continue to look at the effectiveness of the practices employed during these programs and their impact on student learning.

We made good progress with this action of providing intervention/homework programs at the middle school, and we made some progress at the elementary schools. The middle school developed a great model for after-school homework support two days/week, which offered consistent help to students with their homework. Strawberry Point's after-school homework program targeted EL students in need, and Edna Maguire's Mustang Mentors homework program provided limited support to students one morning each week. Looking ahead to next year, we will focus our efforts on maintaining the homework programs at the middle school, Strawberry Point, and Edna Maguire, where the student need is greatest.

Action 4 (Instructional Technology) - We had strong implementation of this action, with broad usage of technology by students district-wide to transform how learning looked in our classrooms. Students have been developing 21st century skills (communication, collaboration, creativity and critical thinking). Teachers have been increasing their skill level with integrating technology effectively. The implementation looked different in different classrooms and content areas. Technology integration in classrooms will continue to be a focus for our district next year.

Action 5 (Global Studies) - We continued to make strong progress towards implementing practices that develop global mindedness in our students. The District Learner Profile was integrated into teaching and learning throughout the district, and students were recognized for exhibiting these traits. Our Global Studies coach led staff meetings and/or participated in leadership meetings at all of the school sites to deepen staff understanding of teaching for global competence. Teachers across the district are now familiar with the global competence framework and have been considering the key components when designing lessons. Individual teachers and teams attended workshops led by the district coach or reached out to him to meet with them at their sites for help in integrating global teaching practices into their classroom curriculum. We developed several tools to help teachers pursue this work on their own as well. These included a document of best practices for teaching global competence, a new unit planner with links to resources, and a document for integrating the unit planner into daily lessons. Teachers continued to attend IB and World Savvy trainings, as well as workshops through the California Global Education Project, other Subject Matter Projects, and the Marin County Office of Education (MCOE). 10 district teachers will attend the STEAM Institute at MCOE in June, 2019, which has a global studies emphasis.

Evidence of the four domains of global competence: investigating the world, perspective taking, communicating ideas, and taking action were evident across school sites and grade levels, as referenced in the Planned and Actual Actions/Services section. Nearly 20 staff members will be trained in Project Based Learning pedagogy at a three-day PBL101 Institute this summer at MCOE.

The K-8 Global Studies Committee continued to provide direction and leadership for the work of teaching for global competence across the district. Last spring the committee identified action items for the 2018-2019 school year. These included finalizing and rolling out the district Learner Profile, creating collaboration opportunities at school sites, and further exploring models of global competence. The committee successfully attained its goals for the Learner Profile. Collaboration opportunities continued to be built across school sites as committee members from each site met with site administrators and assumed leadership roles at staff and team meetings. The committee will be working with the Asia Society for three days this summer to deepen their understanding of their programs and resources, and guide our global studies for future years.

The Spanish pilot program in our kindergarten classrooms in 2018-2019 was a resounding success. The Spanish teachers successfully implemented a developmentally appropriate program, and all kindergarten students received instruction two 30-minute classes each week. Evidence of student learning could be seen in the regular classroom as kindergarten teachers integrated Spanish words for numbers and colors into daily routines. With the success of the pilot program in kindergarten, Spanish classes will be rolled up to first grade in fall 2019 with two 25-min sessions per week taught at each grade. With a successful second year of the pilot, additional grade levels are expected to follow in future years.

Staff knowledge and experience for teaching and learning for global competence continued to grow as we utilized our district Global Studies coach and global studies committee members to advance this work. As a major initiative for our district, global studies will continue be a priority for our district next year.

Action 6 (Parent and Family Engagement) - We had strong implementation of this action of providing regular messages to the MVSD community that offered relevant information and highlighted the outstanding programs and events happening in the district. We prioritized providing timely and succinct messages to our families and the community through a variety of communication tools. We continued to work to ensure that this

communication with our families is a two-way process. We will continue to explore ways to ensure consistent communication at all levels in the district, which will be part of our work next year.

Action 7 (English Language Development) - We had strong implementation of this action. The K-8 ELD team continued to build their ELD program through the integration of effective ELD instructional practices, participation in ELD-specific professional development, and regular team collaboration. These materials enhanced the quality of the ELD program and the teachers' ability to provide a cohesive instructional program to their EL students.

Along with using the ELA/ELD curriculum The ELD team started the planning process for an ELD page on district/school websites, but this was not implemented this year. This will be a goal for the team next year, along with continuing to meet the needs of our EL students through designated and integrated ELD instruction.

We made good progress with this action by developing a system to monitor the academic progress of reclassified EL students. To better track the language acquisition of our EL students, we developed a system that captures CELDT/ELPAC data over multiple years. We will continue to use these assessments tools to maintain our focus on EL students after their redesignation as Fluent English Proficient.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Action 1 (Social-Emotional Learning) - Counseling and restorative justice practices have been effective interventions that support our students' social-emotional wellbeing and help them make positive behavioral choices. With respect to restorative justice practices, we see it an effective way to address disciplinary/behavioral issues through productive measures. The middle school administrative/counseling team will continue to examine disciplinary reports and interview students who received restorative justice services as forms of feedback to analyze the program's effectiveness as it continues into next school year. We have found all of these efforts are effective ways of developing balanced learners.

Action 2 (Academic Achievement) - By focusing on providing our students with rigorous, standards-based instruction, we have been able to ensure that they are learning at high levels and achieving the goal of developing into balanced learners.

Action 3 (Differentiation) - Differentiating instruction in positive learning environments has allowed us to tailor our practices to meet the specific academic and social-emotional needs of our students. In doing so, we have been able to ensure that all students are making progress, experiencing high levels of learning in our classrooms, and becoming balanced learners.

The academic supports in place district-wide have provided effective interventions for our unduplicated students who are struggling to meet grade level standards in math and language arts. We will continue to refine our practices to assist students who are not meeting benchmark academic targets, including those student groups who are underperforming in comparison to other groups.

Differentiating instructional practices and providing specific interventions based on student needs, has been an effective way for our district to address the achievement gap between student subgroups. With such small numbers of students who are working below grade level, we have been able to intervene on an individual student basis to uniquely support each child. We will continue to refine our intervention programs for these students next year.

The district-wide intervention/homework programs have been effective in offering student academic support and assisting with homework completion. All of these actions have allowed us to make progress towards achieving our goal of developing balanced learners.

Action 4 (Instructional Technology) - Giving teachers access to effective technology tools and resources, along with providing them ongoing coaching support, has been an effective way to connect our instructional practices in our schools to 21st century skills (creativity, collaboration, communication, and critical thinking) using technology. This technology integration has helped to ensure that all students are learning at high levels and becoming balanced learners.

Action 5 (Global Studies) - Student interest and engagement in their learning has grown as teachers implemented best practices for teaching and learning for global competency. Instead of asking students to report discrete facts, teachers have shifted their practices to focus on the teaching of broad concepts that help students integrate learning across the curriculum and connect it to the world outside the classroom. Students think critically about deep content and solve real world problems, which are all connected to high levels of learning and developing into balanced learners.

Action 6 (Parent and Family Engagement) - By communicating regularly with families, we have ensured that our parents are well informed, have opportunities for involvement, and are connected to their children's classroom. We have seen this home-school connection as another effective means for ensuring high levels of student learning and developing balanced learners.

Action 7 (English Language Development) - The ongoing work of the ELD team has been an effective way to support the English language acquisition of our EL students by ensuring they are receiving quality instruction from the ELD team. These interventions will continue next year. Developing systems that allow the ELD team to better monitor the progress of our EL students have been effective steps towards supporting their growth from year to year and over time. These tools will continue to be used again next year. These efforts for our EL students, one of our protected student groups, has helped us make progress towards our goal developing balanced learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We do not anticipate any material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In 2017-2018, there was a great deal of rewriting and reorganization of the goals and actions in our LCAP. This was due to aligning the LCAP goals and actions to the two objectives related to teaching and learning in our strategic plan, which was entirely redeveloped last year. Because of the extensive reworking of the plan that took place last year for the 2018-2019 LCAP, the bulk of the content for the outcomes, metrics, and actions/services in this goal was carried to the 2019-2020 plan. The following revisions made in order to most accurately reflect the work to be accomplished in 2010-2020:

• Greater specificity and detail was added to most of the actions/services and expected annual measurable outcomes.

• Additional language was included to ensure that all actions could be clearly measured through qualitative or quantitative means.

• Action 5 was refocused solely on academic intervention principally directed at unduplicated student groups and students not meeting grade level standards.

• Language related to differentiation for high achievers and accelerated learners was moved from the Differentiation Action to the Academic Achievement.

Based on feedback provided by the Marin County Office of Education LCAP team, two additional actions focused on the services provided to our unduplicated students (i.e. English Learners, foster youth and socio-economically disadvantaged students) were added to the 2019-2020 LCAP. Specifically, these new actions include Action 2 (Targeted Mental Health Supports) and Action 5 (Targeted Academic Intervention). With these additions, the 2019-2020 has nine actions associated with Goal 1, which are listed below:

Action 1 - Social-Emotional Wellness

Action 2 - Targeted Mental Health Support

Action 3 - Academic Achievement

Action 4 - Differentiation/Intervention

Action 5 - Targeted Academic Intervention

Action 6 – Instructional Technology

Action 7 - Global Studies

Action 8 - Parent and Family Engagement

Action 9 - English Language Development

Goal 2

Supported Staff

Attract, develop, and retain excellent staff in a quality work environment

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: Mill Valley School District Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Appropriately Credentialed and Assigned Teachers We will to continue to analyze total compensation of all staff, including salary, health and welfare benefits, step, and column (salary advancement). We will negotiate with the goal of approving settlements that maintain all units of staff in the top quartile in the total compensation of comparable districts. A report of total compensation comparisons will be produced as needed for the purpose of bridging possible gaps in moving towards the top quartile. We will continue to ensure all teachers and staff are appropriately credentialed and assigned.	**Met** **Top Quartile for Total Compensation** • We have ensured that all staff members are currently in the upper quartile in all employee groups for total compensation (salary, health and welfare, and benefits), as determined by a compensation analysis of an updated list of comparable districts. • We continued to negotiate with bargaining units with the goal of approving settlements that maintain all staff in the top quartile in total compensation of comparable districts. **Appropriately Credentialed and Assigned Teachers** We ensured that all teachers and staff are appropriately credentialed and assigned
Standards-Based Instructional Materials We ensure that all teachers and students have access to curricula aligned with Common Core State Standards in language arts and math, and standards-aligned instructional materials for all other content areas, as measured by teacher report on inventory of materials.	**Met** **Standards-Based Instructional Materials** • All elementary teachers, and Core/Math Department teachers district-wide had instructional resources based on Common Core State Standards (CCSS) in ELA and Math.

Expected	Actual
	• All elementary teachers and Science Department teachers had instructional materials connected to Next Generation Science Standards. • Teachers also used other curricular programs, resources, and teacher-generated materials based on state standards to teach all content areas, develop units of study, and provide a robust academic program to their students.
Professional Development We will consult with staff to plan high quality site-based and district-wide professional development. We will promote staff health and wellness during district-wide professional development by providing the opportunity for mindfulness training and support in classrooms district-wide. Staff feedback on wellness and training opportunities, district-developed professional development, grade level/department, and collaboration offered to staff will be collected on an annual basis through focus groups, surveys, or other means. The results will reflect evidence of the professional development being implemented in classroom practices, which will be observed through classroom visits, Learning Walks, student work, and engagement.	**Met** **Professional Development** • With teacher input, we developed a robust, high-quality professional development plan that addressed a broad spectrum of topics that supported teachers in their growth as practitioners. • As part of this plan, staff participated in interest-based professional development that connected to key topics from the district strategic plan facilitated by Teacher Leaders, district coaches, and administrators. • For our Teacher Leader program, 14 teachers served as Teacher Leaders and facilitated six hours of interest-based PD. Four specialist Teacher Leaders (i.e. art, library, music, and PE) led team meetings and planned multiple professional development sessions. • Nearly 75 staff members attended the two-day Courageous Conversations trainings on racial awareness and equity. **Promoting Staff Wellness** • In an effort to promote staff wellness and to create positive, inclusive, and supportive learning environments, staff participated in a training focused on restorative practices. During the training, staff members engaged in community circles and activities to connect with each other and build positive relationships with their students. • Multiple sites also provided training to teachers on mindfulness, which helped to extend the implementation of mindfulness practices in classrooms across our schools.

Expected	Actual
	• Teacher feedback on district-wide and site-based professional development was collected through an online survey. Survey feedback, principal and peer classroom visitations, Learning Walks, and grade level discussions offered an indication of teacher/staff application of learning from district professional development.
Classroom Visits, Feedback, and Innovation We will prioritize classroom visits by administrators followed by constructive and supportive feedback to visited teachers. We will continue to conduct at least one internal Learning Walk at each site to highlight innovative or best teaching practices. Strategic Planning grants and Kiddo! Teacher Innovation grants will offer opportunities for teachers to explore new innovative, creative teaching practices.	**Partially Met** **Classroom Visits, Feedback, and Innovation** **Classroom Visits** We made some progress with prioritizing classroom visits by site and district administrators, with feedback to be shared with teachers. Site administrators visited classrooms on a fairly regular basis and periodically provided notes afterwards as positive feedback. **Learning Walks** Three of our schools had one set of Learning Walks, during which teams of teachers visited other classrooms to observe instruction, debrief using specific protocols, and provide positive feedback to observed teachers. The process provided a means for teachers to highlight different instructional strategies and share best teaching practices with each other. **Supporting Pursuits of Innovation** Strategic Planning grants and Kiddo! Teacher Innovation grants, which collectively totaled approximately $50,000 in funds, facilitated teachers to try out innovative and creative teaching practices.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Compensation, PD, Innovation & Feedback **Action 1)** We will provide strong support to staff through excellent compensation, extensive professional development, encouragement for innovation, and relevant feedback. **Action 1.1)** We will target staff total compensation (salary, health and welfare, and benefits) in top quartile of comparable districts, as evidenced by total compensation comparisons produced as needed for the purpose of bridging possible gaps in moving towards the top quartile. **Action 1.2)** We will implement a staff wellness plan that includes mindfulness training and support, community and morale building, and other opportunities that support staff health and wellness, as evidenced by staff feedback gathered through focus groups, surveys, or other means. **Action 1.3)** We will provide high-quality professional development that increases the staff's capacity to collaborate, design, and implement innovative curriculum. We will incorporate staff input when planning professional development.	**Compensation, PD, Innovation & Feedback** **Top Quartile for Total Compensation (1.1)** We continued to target staff total compensation (salaries, health and welfare, and benefits) to be in the top quartile of comparable districts. An examination of comparable districts was completed to determine if any gaps needed to be bridged to move any positions towards the top quartile. **Promoting Staff Wellness (1.2)** • To promote staff wellness as well as create positive, inclusive, and supportive learning environments, staff participated in a training focused on restorative practices. During this interactive, experiential workshop, staff members explored the principles of restorative practices, experienced a community building circle together, and practiced using restorative language. Participants left the session equipped to bring circle practice into their own classrooms and use more restorative language in everyday interactions with students and colleagues. • Multiple sites also provided training to teachers on mindfulness. This helped to	**1) Amount:** $38,477,072 **Source:** LCFF - $17,314,651 Other State - $5,708,118 Federal - $1,343,073 Other Local - $14,111,230 **Budget Reference:** Certificated and classified staff total compensation costs (salaries, health and welfare, and benefits) reflected in Goal 1 Action 6. **2) Amount:** $200,000 Source: LCFF- $200,000 Other State - $0 Federal - $0 **Budget Reference:** Registration, substitutes, and consultants	**1) Amount:** $38,362,905 **Source:** LCFF - $17,011,775 Other State - $5,707,408 Federal - $1,340,369 Other Local - $14,303,353 **Budget Reference:** Certificated and classified staff total compensation costs (salaries, health and welfare, and benefits) reflected in Goal 1 Action 6. **2) Amount:** $200,000 Source: LCFF- $200,000 Other State - $0 Federal - $0 **Budget Reference:** Registration, substitutes, and consultants

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.4) We will support teachers in their pursuits of innovation in the classroom, as measured by implementation of innovative practices during classroom visits and Learning Walks, along with teachers making use of district-provided opportunities for training, collaboration, and grants. **Action 1.5)** Site and district administrators will help all staff reach their potential by prioritizing formal and informal classroom visits followed by constructive and supportive feedback, as measured by classroom visits.	spread mindfulness practices in more classrooms across our schools. • There was a focus at the site level for building community amongst staff. Schools incorporated community building activities, such going on a ropes course together, having working retreats at natural locations, and participating in a Mill Valley version of the Amazing Race. These types of team-building experiences served to build stronger teams and collaborative relationships, and boost staff morale. • The district recognized staff in various ways, such as the end-of-year luncheon, when individuals were honored for years of service and retirements. **Professional Development (1.3)** Our teachers were provided a well-developed, comprehensive, and differentiated professional development plan, in which they had opportunities to learn from outside trainers and share their expertise with each other. This plan included grade level/department collaboration, peer observations and feedback through Learning Walks, and regular collegial planning and collaboration time. • A key component of our professional development plan included staff exploring a variety of key topics from our district strategic plan.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	- This interest-based professional development was facilitated by Teacher Leaders, district coaches, and administrators and involved six hours of staff learning with and from one another. - The spectrum of topics included teaching for global competence, instructional technology, community building, social-emotional learning, equity, math instruction, NGSS, restorative practices, parent communication, and scheduling. - The learning from interest-based professional development transferred classroom practices across all grade levels, departments, and schools, as evidenced through class visits and staff meeting discussions. • In connection to our equity work, we continued to encourage staff members to attend the Courageous Conversations trainings on racial awareness and equity. - Adding to the 50 staff members who attended last year, nearly 75 additional staff members participated in the two-day workshop during the 2018-2019 school year. - This allowed our district to build a foundation in our staff members' racial awareness, making them better equipped to integrate culturally responsive instructional practices.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• We offered classified staff relevant training specific to job duties and responsibilities. Job-alike teams worked with supervisors to determine their training needs. This emphasis on professional development helped to build the capacity of staff members and gave teachers the opportunity to reflect on their practice. **Supporting Pursuits of Innovation** (1.4) One of the core values of our district is to provide teachers the standards-based autonomy and academic freedom to creatively develop their academic programs. To this end, teachers were encouraged to bring in innovative teaching strategies and new, research-based approaches into their classrooms to enhance the level of instruction. • To facilitate these pursuits of innovation, $50,000 in Strategic Planning grants and Kiddo! Teacher Innovation grants were made available to teachers for which to apply. • This year, 40 grants were given to teachers to try out a variety of new programs and practices. Examples of the grants included: STEM lab modules, picture books connected to developing global competence, texts for professional book club to discuss racial justice, design thinking curriculum, robots in the classroom makerspace materials,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	professional development for growth mindsets in math, NGSS skull educational kits, social-emotional learning curriculum, and a solar telescope. **Classroom Visits & Feedback (1.5)** • Site administrators dedicated time in their schedules to visit classrooms each week, along with some feedback to teachers following the visitation. • Three of our schools had one set of Learning Walks this year. - Teams of teachers visited other classrooms to observe instruction, debriefed using specific protocols, and provided positive feedback to observed teachers. - The process provided a means for teachers to highlight different instructional strategies and share best teaching practices with each other.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action 1.1 (Top Quartile for Total Compensation) - We had strong implementation of this action by maintaining our position of having all employee groups in the upper quartile of total compensation (salary, health and welfare, and benefits) in comparison to similar school districts. By doing so, we have been able to effectively support our staff.

Action 1.2 (Promoting Staff Wellness) - We have had some progress towards implementing a staff wellness plan that includes mindfulness training and support, community and morale building, and other opportunities that support staff health and wellness. There have been efforts at both the district and site level to provide training opportunities and other resources related to wellness. Schools have integrated community building activities for staff into their site-based work, with the goal of building stronger and more collaborative relationships, while also enhancing morale. Through these efforts, we have been able to effectively support our staff. Maintaining a focus on staff wellness and community building will continue into next year.

Action 1.3 (Professional Development) - We had strong implementation of this action by providing a comprehensive district-wide professional development plan for all staff that offered high-quality trainings focused on relevant topics/skill development. This professional development helped build the capacity of our staff and gave them the opportunity to improve their practice. We have been able to effectively support our staff through the extensive professional development we provide them.

Action 1.4 (Supporting Pursuits of Innovation) - We had strong implementation of this action of supporting teachers with incorporating creative, innovative practices in their classroom instruction. Teacher grants, which have been made available through Kiddo! funding, facilitated these pursuits of innovation. We will continue to offer Kiddo! teacher grants next year and encourage teachers to integrate fresh, new ideas in their classrooms.

Action 1.5 (Classroom Visits & Feedback) - We made some progress with this action of administrators prioritizing formal and informal classroom visits, followed by constructive and supportive feedback. While site administrators frequently visited classrooms, the feedback component was not implemented as consistently. This focus on classroom visitations will continue into next year, recognizing that this practice is an effective way to support staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Action 1.1 (Top Quartile for Total Compensation) - Having total compensation in the upper quartile of comparable districts has been an effective way for our district to support staff. Consequently, we will continue to focus on maintaining this action next year.

Action 1.2 (Promoting Staff Wellness) - Promoting staff wellness is a critical way to offer support for staff through relevant trainings, community building opportunities, and other ways to recognize the contributions of our staff. In doing so, we have been able to make progress towards our goal of supporting staff.

Action 1.3 (Professional Development) - Providing a robust professional development plan has allowed us develop staff skill and expertise, leading to improved practices from staff across the district. These training opportunities have been an effective means of supporting staff. As a result, we will continue to offer an expansive, differentiated professional development plan next year that targets the needs of our employee groups.

Action 1.4 (Supporting Pursuits of Innovation) - By providing teachers with opportunities to stretch themselves and try out new, innovative approaches in their classrooms, our teachers have felt more supported in their professional growth. We will continue to focus on supporting teachers through the encouragement of innovation next year.

Action 1.5 (Classroom Visits & Feedback) – Prioritizing classroom visitations, followed by constructive and positive feedback, facilitates the growth of our teachers as practitioners and provides ongoing support. We will continue this focus on classroom visits by site and district administrators next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We do not anticipate any material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In 2017-2018, there was a great deal of rewriting and reorganization of the goals and actions in our LCAP. This was due to aligning the LCAP goals and actions to the two objectives related to teaching and learning in our strategic plan, which was entirely redeveloped last year. Because of the extensive reworking of the plan that took place last year for the 2018-2019 LCAP, there are minimal changes to this goal, expected outcomes, metrics, or actions/services for the updated plan for 2019-2020.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Our district has continued to offer a robust stakeholder engagement process to gather feedback from the Mill Valley School District community on our LCAP. Through this process, we are able to gather valuable information for the annual review and analysis of the current LCAP, as well as the development of next year's plan. We are also able to hear critical feedback to help us improve our practices to better serve our students and families.

Our LCAP is largely based upon Mill Valley School District's strategic plan, which serves as the foundation for ongoing planning purposes for the district. In an effort to match the intent of the strategic plan, a great deal of the language and content included in the LCAP are drawn directly from it. The strategic plan can be reviewed in its entirety at www.mvschools.org.

Last school year, our district engaged in a complete revision of our strategic plan. The strategic plan development process involved high levels of input and participation from stakeholder groups throughout the district, including over 450 people participating in focus group sessions and over 1,000 survey responses. Because the two plans are intentionally closely linked together, the 2018-2019 LCAP was reworked to mirror the two goals in the strategic plan related to teaching and learning. With this extensive reworking of the LCAP last year, the 2019-2020 plan has minimal changes to the goals, actions and measurable outcomes.

For the development of the 2019-2020 LCAP, we engaged the community in an ongoing, thorough, and thoughtful process that involved 45 in-person meetings with various stakeholder groups, presentations and discussions at Board of Trustees meetings, and by gathering written feedback from two online surveys completed by parents/community members and staff. Through these methods of gathering and disseminating information, we were able to hear different viewpoints and collect a broad spectrum of ideas. The suggestions provided by the different stakeholder groups offered good input for consideration towards the development of our 2019-2020 LCAP. These ideas also provided excellent recommendations about how we can improve the practices in our schools

Below is list of the 45 in-person LCAP stakeholder engagement opportunities provided to the Mill Valley School District community:

MVSD Board of Trustees Meetings:
- September 12, 2018 (Agendized presentation)
- October 11, 2018 (Agendized presentation)
- November 8, 2018 (Superintendent Report)

- February 7, 2019 (Agendized presentation)
- March 14, 2019 (Agendized presentation)
- April 4, 2019 (Agendized presentation)
- May 30, 2019 - LCAP Study Session
- June 12, 2019 - LCAP Public Hearing
- June 20, 2019 - Approval of LCAP by Board of Trustees

Administrative Council Meetings with District Office and Site Administrators:
- August 15, 2018
- May 7, 2019
- May 14, 2019
- May 21, 2019

Stakeholder Engagement Meetings with Mill Valley Teachers Association (Certificated Staff):
- April 1, 2019
- April 22, 2019

Stakeholder Engagement Meeting with CA School Employees Association (Classified Staff):
- May 2, 2019

Stakeholder Engagement Meeting with MVMS Students:
- May 3, 2019

District English Language Advisory Committee LCAP Meeting:
- May 8, 2019

LCAP Presentations/Items at PTA Meetings:
- Old Mill:
    - November 9, 2018
    - April 5, 2019

- Strawberry Point:
    - December 7, 2018
    - April 19, 2019

- Tam Valley:
    - November 28, 2018
    - May 22, 2019

- Park:
  - November 29, 2018
  - January 10, 2019
  - March 28, 2019

- Mill Valley Middle
  - November 9, 2018
  - March 22, 2019

- Edna Maguire
  - November 7, 2018
  - April 3, 2019

LCAP Parent Advisory Committee Meetings:
- November 14, 2018
- January 11, 2019
- March 7, 2019
- April 23, 2019
- June 7, 2019

District PTA Council Meetings:
- September 11, 2018
- October 9, 2018
- November 13, 2018
- December 11, 2018
- January 8, 2019
- February 12, 2019
- March 12, 2019
- April 16, 2019
- May 14, 2019

Online LCAP feedback survey sent to all MVSD families:
- March, 2019

Online LCAP feedback survey sent to all MVSD staff:
- March, 2019

LCAP feedback button on website:
- March-June, 2019

These stakeholder engagement meetings allowed us to reflect on what we accomplished this year with respect to each of our goals and actions, along with the impact that each one has had on our district. These meetings have given us the opportunity to hear a variety of points of view and different recommendations as to how our goals and actions could be revised based upon our progress and any adjustments to our overall district priorities. Each stakeholder group offered specific suggestions as to how we could more effectively make progress towards our LCAP goals and actions. Each group also offered concrete recommendations about how we could better meet their particular needs and those of our students.

Throughout the stakeholder engagement process, the district Administrative Council engaged in discussions about the LCAP, and this group helped to determine which of these suggestions would be considered for inclusion in the new plan. The direct impact that these stakeholder groups had on the annual update and our 2019-2020 plan are described in more detail in the *Impact on LCAP and Annual Update* section below.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

During the development of our 2019-2020 LCAP, we conferred with the LCAP team at Marin County Office of Education (MCOE) during one-on-one consultation sessions. These opportunities for consultation allowed us to receive feedback about our LCAP and make necessary adjustments.

Our Administrative Council (AC), which is comprised of district office and site administrators, began to work with the current year's LCAP early in the school year. Starting in August, AC reviewed the LCAP goals and action steps in order to set the priorities for the school year. Throughout the school year, AC has been given the opportunity to participate in the stakeholder engagement 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 efficacy of our actions and reconsidering our priorities, we made recommendations for revisions to our actions for the annual update and possible changes for the new LCAP.

Along with gathering specific recommendations from district-level and site-level administrators about updating our current LCAP, we engaged in discussions about the LCAP throughout the year at Board of Trustees meetings. At this school year's initial LCAP presentation at the Board meeting on September 12, 2018, we reported out the changes recommended by MCOE's technical review of our LCAP, which was approved in June, 2018. Following this initial presentation, the LCAP has been agendized for an additional seven Board meetings, during which presentations covered important topics, such as LCAP guiding principles and eight State Priorities, Annual Update, stakeholder engagement process and input, and the current LCAP goals and actions. As a part of these Board presentations, there was an opportunity for input from meeting attendees. As with the input from other stakeholder groups, this feedback was taken into consideration for the LCAP process and integration into next year's plan.

In the fall, we focused on implementation of the current year's plan as well as gathering input from stakeholders at Administrative Council and Board meetings. We sought to involve other stakeholder groups throughout the school year. These meetings gave us the opportunity to orient stakeholders to the LCAP by giving them an overview of the goals and actions in the plan and offering an update on what we have accomplished

this year. Bringing different perspectives and insights, the stakeholder meeting participants shared their commendations and concerns, and we were able to gather valuable feedback for the development of the 2019-2020 plan.

In addition to the 45 in-person meetings, we collected over 800 comments from a LCAP online survey sent to all MVSD staff in March, 2019. We also collected over 530 comments from a LCAP online survey sent to all MVSD families in March, 2019. These survey results were shared with the LCAP Parent Advisory Committee (PAC) for discussion. To view LCAP parent survey results and LCAP Parent Advisory Committee recommendations, visit the MVSD LCAP webpage (https://www.mvschools.org/domain/577).

Our LCAP Parent Advisory Committee was comprised of 16 parents from all schools in the district, two site administrators, and two district administrators. There were representatives from key parent groups in the district, including PTA Council, Kiddo!, and It Takes A Village. To form the committee, parents were solicited through district-wide messages to MVSD families, as well as through direct outreach to former LCAP PAC members. In addition to the committee members, there were other MVSD parents and community members in attendance at the LCAP Parent Advisory Committee meetings. These LCAP PAC meetings were open to the public, and they were advertised in advance in order to ensure an opportunity for community participation. The PAC was charged with advising the district on the LCAP. Specifically, their role was to review and comment on the LCAP from their perspective as members of the MVSD parent community through this consultation process.

These are the members of the LCAP Parent Advisory Committee (PAC) for 2018-2019 school year:

• William Bailey
• Heath Caceres
• Alejandra Carranza
• Gabby Domiguez
• Ryan Erving
• Jennifer Gallegos
• Ines Gonzalez Lehman
• Halicue Hanna
• Tenley Harrison
• Wendy Holmes
• Joy Koo
• Leo Kostelnik
• Dana Mauro
• Sashi McEntee
• Jen Moore
• Katie Moore
• Jen Nassiri
• Raquel Rose
• Leonie Terfort

LCAP Revision Process
The feedback from the LCAP Parent Advisory Committee, staff and parent survey results, and input provided by all stakeholder groups, was shared with the Administrative Council for discussion and further analysis. This feedback was considered for integration into our 2019-2020 LCAP as well as to inform our practices. The overarching take-away from the input was for the district to stay focused on the LCAP's current goals and actions and keep making progress towards these key initiatives. With this in mind, AC did not make large scale changes to the plan. Instead the team made minor adjustments to it.

Revisions to LCAP by AC
When analyzing the actions/services and expected annual measurable outcomes of the 2018-2019 LCAP, AC carefully examined each of these components. The purpose of this analysis was to determine what language needed to be revised in order to most accurately reflect the work to be accomplished in 2010-2020. These are the key changes AC made to the plan:

 • Greater specificity and detail was added to most of the actions/services and expected annual measurable outcomes.
 • Additional language was included to ensure that all actions could be clearly measured through qualitative or quantitative means.
 • Action 4 was refocused solely on academic intervention principally directed at unduplicated student groups and students not meeting grade level standards.
 • Language related to differentiation for high achievers and accelerated learners was moved from the Differentiation Action to the Academic Achievement.

Edits Stemming from MCOE Review
Based on feedback provided by the Marin County Office of Education LCAP team, we added two additional actions that focused on the services provided to our unduplicated students (i.e. English Learners, foster youth and socio-economically disadvantaged students). These programs are called out in the Demonstration of Increased or Improved Services section as the additional level of support we provide these student groups beyond what we offer as the base program for all students. Targeted Mental Health Supports (Action 2) is one of the new actions. Targeted Academic Intervention (Action 5) is the other new action, which includes elementary RAMP and middle school intervention classes, previously found in the Differentiation action. With these additions, there are now nine actions associated with Goal 1 and one action with Goal 2.

Uniform Complaint
One of the revisions to our LCAP is related to the budget information that has been included in the plan. In response to a Uniform Complaint that was submitted to the California Department of Education, we have included more detail in the *Annual Update* (pgs. 13-70) and *Planned Actions/Services* sections (pgs. 98-135 and pgs. 132-135). In the *Annual Update* section, we have listed all budgeted expenditures and estimated actual expenditures by individual funding source instead of combining expenditures for LCFF, Federal, and Other State together as one amount. We also listed budgeted expenditures for 2019-2020 in the *Planned Actions/Services* section (pgs. 98-135 and pgs. 132-135) by individual funding source instead of combining expenditures for LCFF, Federal, and Other State together as one amount.

In response to the Uniform Complaint, we also made revisions to the *Demonstration of Increased or Improved Services* section. We edited the language to better articulate how the programs that been targeted for these protected unduplicated student groups (i.e. English Learners, foster youth, and socio-economically disadvantaged students) are provided at the required level of increased or improved service (i.e. $386,733 and 1.65%) beyond what is provided to all students.

Further Budget Clarity
To be responsive to stakeholder input requesting more transparency with our budgeted expenditures, we included more information on the staff subgroups who carry out each of the actions in the *Planned Actions/Services* section.
  • We have broken down our certificated staff costs into subgroups, including teachers, administrators, and pupil support.
  • We included specific classified staff costs for actions in which classified staff assist in carrying out the work. Specifically, classified instructional assistant costs have been included in Action 2 (Academic Achievement) and Action 3 (Differentiation/Intervention.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Balanced Learners

All students will learn in an environment that fosters social-emotional wellbeing, equity, global perspectives and awareness through inquiry- and project-based instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: Mill Valley School District Strategic Plan

Identified Need:

Our learning community inspires, engages and empowers students to become lifelong learners and productive global citizens. To achieve this, our students need to develop the attributes of the Mill Valley School District Learner Profile: balanced, critical thinkers, collaborative, communicators, courageous, empathetic, inquirers, knowledgeable, open-minded, perseverant, principled, reflective. We strive to develop these qualities in all students in our district.

Our district focuses on the development of the whole child. Targeted district-wide academic intervention efforts and student-based counseling, which is in place at all school sites, provides support and resources to assist students with specific learning or social-emotional needs. We strive to continually strengthen the school-based academic intervention, counseling services, and ELD program services offered at our schools.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6) School Climate - Other local measures of safety and school connectedness	**Social-Emotional Learning** Using a student/counseling ratio as a guide, we maintained student contact hours with counselors this year, along with student access to 1:1 and group counseling. (17-18 LCAP: Goal 2)	**Social-Emotional Learning** We identified key social-emotional learning programs to implement across our classrooms at the elementary level. These included Kimochis, Zones of Regulation, and mindfulness. There was variability in program implementation, depending on teacher/counselor experience and knowledge. Students were recognized monthly at Board meetings for demonstrating attributes of a successful Mill Valley student, which will continue next year. We developed a new MVSD Learner Profile with attributes that we want to develop in our students. These traits are: balanced, critical thinkers, collaborative, communicators, courageous, empathetic, inquirers, knowledgeable, open-minded, perseverant, principled, reflective. Sites will develop plans to	**Social-Emotional Learning** We will identify and evaluate key social-emotional learning programs for consistent implementation across the district. We will integrate the MVSD Learner Profile attributes in each school's culture and recognize these traits in students. Using student/counseling ratio as a guide, student contact hours with counseling staff will be increased, along with student access to 1:1 and group counseling. There will be one additional counselor at the middle school, and an increase in the counseling staffing across our elementary schools.	**Social-Emotional Learning** District social-emotional learning programs (i.e. Kimochis, Toolbox, Zones of Regulation) and mindfulness practices will be taught by teachers and/or counselors at identified grade levels based on the district implementation plan, as evidenced by teacher/counselor report and classroom visitations. All schools will identify ways to promote the Learner Profile through school-wide initiatives and within classrooms, as measured through teacher report, classroom visitations, and student survey data. Students will be recognized for demonstrating the attributes at schools and Board meeting award ceremonies. Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained, along with

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		integrate the Learner Profile in each school's culture. Using a student/counseling ratio as a guide, we maintained student contact hours with counselors this year, along with student access to 1:1 and group counseling. Through the stakeholder engagement process, there were repeated requests for additional counselors at our schools. Taking this feedback into consideration, we have decided to increase counselor staffing for next year. There will be an additional counselor (1.0 FTE) at the middle school and an increase in staffing across the elementary schools.		student access to 1:1 and group counseling.
6) School Climate - Other local measures of safety and school connectedness	**Differentiation & Character Education** Differentiation in classrooms to meet individual student academic needs varies from teacher to teacher. Our schools offer positive learning environments	**Differentiation & Character Education** Teachers used a variety of strategies to differentiate for students' individual academic needs, including struggling students and advanced learners.	**Differentiation & Character Education Programs** Teacher implementation of targeted instructional strategies will differentiate for individual student educational needs across all content areas.	**Differentiation & Character Education Programs** Teacher implementation of targeted instructional strategies will differentiate for individual student educational needs across all content areas, as measured by student assessment

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	with character education programs in place. There is inconsistent implementation of character education across classrooms. (17-18 LCAP: Goal 1)	All of our schools offered positive learning environments where students are engaged members of their classrooms and feel comfortable taking educational risks to stretch their learning. All of our schools implemented character education programs that encouraged students to be their best selves. There was some variance in the implementation of character education programs within and across classrooms.	School character education programs will be consistently implemented across classrooms.	results, teacher report, and classroom visits.
6) School Climate - Other local measures of safety and school connectedness	**Restorative Practices** At the middle school, the staff utilized a Multi-Disciplinary Team approach to identify students with persistent behavioral challenges. The administrative team and counseling staff met regularly to monitor the progress of these students and offer appropriate interventions to address each student's areas of concern. The middle school administrative team examined student	**Restorative Practices** At the middle school, the staff utilized a Multi-Disciplinary Team approach to identify students with persistent behavioral challenges. The administrative team and counseling staff met regularly to monitor the progress of these students and offer appropriate interventions to address each student's areas of concern. The middle school administrative team examined student	**Restorative Practices** At the middle school, criteria will be used to identify students with serious or persistent behavioral challenges (i.e. students with multiple behavioral referrals) to inform intervention programming. The middle school will employ an established process of monitoring behavioral data on an ongoing basis, and will use that information to take actions that support positive behavioral	**Restorative Practices** At the middle school, criteria will be used to identify students with serious or persistent behavioral challenges (i.e. students with multiple behavioral referrals) to inform intervention programming. The middle school will use weekly Multi-Disciplinary Team meetings to monitor behavioral data, and will use that to take actions that support positive behavioral choices. The middle school administrative team will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	discipline data to determine the effectiveness of the Restorative Justice program. (17-18 LCAP: Goal 2)	discipline data to evaluate the effectiveness of their restorative practices to address disciplinary issues. They developed student-specific plans to best support with making positive behavioral choices. They also integrated restorative practices to address disciplinary issues in a proactive, rather than punitive, manner.	choices. The middle school administrative team will examine student discipline data to evaluate the effectiveness of their restorative practices to address disciplinary issues.	examine student discipline data, including suspension rates, to evaluate the effectiveness of their restorative practices to address disciplinary issues. These efforts will be targeted for all students and unduplicated students (i.e. English Learners, foster youth and socio-economically disadvantaged students).
6) School Climate - Other local measures of safety and school connectedness	**Social-Emotional Wellness Data** Through feedback shared at the LCAP student stakeholder meeting by a group of middle school students representing the diversity of the student body, the group expressed high levels of safety and connectedness to the middle school. While they indicated an overall positive feeling about school, they provided some suggestions about how the climate at the middle school could be enhanced. (17-18 LCAP: Goal 1 & 2)	**Social-Emotional Wellness Data** We gathered feedback from middle school students on their feeling of safety and connectedness to school through Challenge Success survey and the bi-annual CA Healthy Kids survey. The survey indicated that students are experiencing a number of different stressors. The middle school staff identified actions to take to alleviate these stressors. The 2015-2016 results from the CA Healthy Kids	**Social-Emotional Wellness Data** We will gather and analyze data from tools, such as the CA Healthy Kids survey and/or locally developed surveys, about student social-emotional health. This data will inform our decision-making about how we can ensure students are maintaining high levels of safety and connectedness to school. We will also use the results from the CA Healthy Kids survey to tailor our social-emotional programs and efforts to address identified areas of need that arise from the survey.	**Social-Emotional Wellness Data** We will gather and analyze data, such as the CA Healthy Kids survey and/or locally developed surveys, about student wellness. This data will inform our decision-making about how we can ensure students are maintaining high levels of safety and connectedness to school. We will also use the results from the CA Healthy Kids survey to tailor our social-emotional programs and efforts to address identified areas of need that arise from the survey.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		survey, which is administered to 7th graders on a bi-annual basis, indicated high levels of student connectedness to school, caring relationships, high expectations for student success, and safety.		
5) Pupil Engagement - Chronic absenteeism rates	**<u>Attendance Rates</u>** We maintained strong levels of student engagement across the district this year, as evidenced by our high district-wide attendance rate of 96.53% (as of April 15, 2017). However, we did see a .9% increase in the number of students who were chronically absent this year. Specifically, 106 students were chronically absent, an increase from 82 last year. (17-18 LCAP: Goal 1 & 2)	**<u>Attendance Rates</u>** We maintained strong levels of student engagement across the district this year, as evidenced by our high district-wide attendance rate of 96.57% (as of April 26, 2018). However, we did see an increase in the number of students who were chronically absent this year. Specifically, 118 students were chronically absent (as of May 29, 2018), an increase from 106 last year.	**<u>Attendance Rates</u>** We will maintain high levels of student engagement, which result in our maintaining a district-wide attendance rate of at least 95%, as well as reducing the number of students who are chronically absent.	**<u>Attendance Rates</u>** We will maintain high levels of student engagement, which result in our maintaining a district-wide attendance rate of at least 95%, as well as reducing the number of students who are chronically absent for students overall, unduplicated students, and other student groups with the highest rates of chronic absenteeism, including African American students, Hispanic students and students with disabilities.
6) School Climate - Pupil Suspension, Expulsion and Dropout Rates	**<u>Suspension, Expulsion, and Drop Out Rates</u>** We maintained a statistically insignificant suspension rate of 1.2% district-wide and a 0% expulsion rate. However,	**<u>Suspension, Expulsion, and Drop Out Rates</u>** We maintained a statistically insignificant suspension rate of 1% district-wide and a 0% expulsion rate. At the	**<u>Suspension, Expulsion, and Drop Out Rates</u>** We will maintain statistically insignificant suspension, expulsion and dropout rates. We will maintain or reduce these	**<u>Suspension, Expulsion, and Drop Out Rates</u>** We will maintain statistically insignificant suspension, expulsion, and dropout rates for students overall, unduplicated students, and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	at the middle school, there was a 2.2% increase in the number of students suspended, from a 1% rate last year to 2.2% this year. The student dropout rate at the middle school has been 0%. (17-18 LCAP: Goal 1 & 2)	middle school, 28 students were suspended this year with a total of 49 suspensions (as of April 30, 2018). This was a .5% increase in the number of students suspended at the middle school, from a 2.2% rate last year to 2.7% this year. The student dropout rate at the middle school has been 0%. We determined that the top reasons for students being suspended at the middle school were fighting (9 instances), inappropriate behavior (8 instances), defiant behavior (5 instances) and tobacco use (5 instances). We will continue to implement practices to proactively address student behavioral and disciplinary issues, as well as offer support to students who have struggled to be successful in our schools.	rates for the middle school and district-wide.	other student groups with the highest suspension rates, including African American students and students with disabilities. We will maintain or reduce these rates for the middle school and district-wide.
7) Course Access - Broad course of study	**Broad Course of Study** All students district-wide have been provided with a	**Broad Course of Study** All students district-wide have been provided with a	**Broad Course of Study** All students district-wide will be provided with a	**Broad Course of Study** All students district-wide will be provided with a broad

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	broad course of study, which includes language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education, as determined by student schedules. (17-18 LCAP: Goal 1)	broad course of study, which includes language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education, as determined by student schedules.	broad course of study, which includes language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education, as determined by student schedules.	course of study, which includes language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education, as determined by student schedules and subject-specific authentic assessment measures.
2) Implementation of State Standards - Implementation of the academic content and performance standards	**Standards-Based Instruction** CCSS-aligned curricular resources were made available to all elementary teachers, along with middle school math and language arts teachers. Teachers also used other teacher-generated materials based upon CCSS. Teachers of all other subject areas had access to curricular materials, supplemental resources, and supplies needed to provide a robust academic program to their students. All students were provided with standards-aligned instructional materials. (17-18 LCAP: Goal 1)	**Standards-Based Instruction** Common Core State Standards (CCSS)-aligned curricular resources were made available to all elementary teachers, along with middle school math and language arts teachers. Teachers also used other teacher-generated materials based upon CCSS. To address Next Generation Science Standards, 15 Teacher Leaders piloted Amplify NGSS curriculum this year. With their feedback, Amplify will be made available to all teachers next year.	**Standards-Based Instruction** Teachers will use standards-aligned curricular resources and incorporate current, research-based instructional resources and best practices based on State standards for all content areas into their academic programs. All students will have access to standards-aligned materials, as measured by materials inventory and teacher/administrator feedback.	**Standards-Based Instruction** Teachers will use standards-aligned curricular resources and incorporate current, research-based instructional resources and best practices based on State standards for all content areas into their academic programs. All students will have access to standards-aligned materials, as measured by materials inventory and teacher/administrator feedback.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		To address the new CA History-Social Science Framework, the Middle School Core Dept. began the process of selecting curriculum materials based on the new History-Social Science Framework to be piloted next year. Teachers of all other subject areas had access to curricular materials, supplemental resources, and supplies needed to provide a robust academic program to their students. An annual inventory reflected that all students were provided with standards-aligned instructional materials.		
4) Pupil Achievement - Statewide and local assessments	**Academic Achievement** 2016 CAASPP testing results indicate 84% of students in the district met or exceeded standards in ELA and 79% of students in the district met or exceeded standards in Math, and on the Smarter Balanced Assessment. As evidenced by student grades on report cards as	**Academic Achievement** 2017 CAASPP testing results indicated 81% of students in the district met or exceeded standards in ELA, and 76% of students in the district met or exceeded standards in Math, and on the Smarter Balanced Assessment. As evidenced by student grades on report cards as	**Academic Achievement** Based on information gathered from previous CAASPP testing results, we have set the following target: 80% of students will meet or exceed standards in ELA and Math on the Smarter Balanced Assessment. 80% of students will meet grade level expectations	**Academic Achievement** For CAASPP testing, 86% of students will meet or exceed standards in ELA, 80% of students will meet or exceed standards in Math, and we will gather baseline data on the CA Science Test. 80% of students will meet grade level expectations on common, local benchmark

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	well as local assessments, such as our reading benchmark assessments at the elementary level, at least 80% of students have met grade level expectations on the common benchmark assessments currently in place. We have developed common benchmark assessments and protocols for reading at the elementary level. (17-18 LCAP: Goal 1)	well as local assessments, such as our reading benchmark assessments at the elementary level, at least 80% of students met grade level expectations on the common benchmark assessments currently in place. At the elementary level, we established common reading assessments to be administered each trimester. Specifically, all elementary teachers administered Fountas and Pinnell reading assessments with common protocols and benchmark targets. This data has aided in schools monitoring students' reading progress and determining intervention plans.	on common, local benchmark assessments for designated content areas and levels. Teachers will use common, local benchmark assessments and protocols for language arts and math.	assessments for designated content areas and levels. Teachers will use common, local benchmark assessments and protocols for language arts and math.
4) Pupil Achievement - Statewide assessments	**Differentiation to Support All Learners** We analyzed and disaggregated CAASPP data to determine the academic needs of our students. Teachers implemented differentiation strategies to	**Differentiation to Support All Learners** We analyzed and disaggregated CAASPP data to determine the academic needs of our students. Teachers implemented differentiation strategies to support the	**Differentiation to Support All Learners** We will analyze and disaggregate CAASPP by student group to examine the achievement of unduplicated student groups. We will also examine other local	**Differentiation to Support All Learners** We will analyze and disaggregate CAASPP data by student group to examine the achievement of unduplicated student groups (i.e. English Learners, socio-economically

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	support the progress of their students. Differentiation in classrooms to meet individual student academic needs varies from teacher to teacher.

CAASPP testing data analysis provided useful student achievement information, coupled with other local measures, which helped to inform our next steps of targeting the needs of individual students and underperforming student groups. This will continue to be a focus for our district.

To expand our knowledge base about differentiating instruction to meet the needs of gifted learners, we sent a team of teachers from two schools to the CA Association for the Gifted (CAG) Summer Institute in June, 2017. Another school brought in a presenter from CAG to speak with the staff about ways to support the gifted learners in their | progress of their students. Differentiation in classrooms to meet individual student academic needs varies from teacher to teacher.

CAASPP testing data analysis provided useful student achievement information, coupled with other local measures, which helped to inform our next steps of targeting the needs of individual students and underperforming student groups (African American students, Latino students, English Learners, low-income students). This will continue to be a focus for our district.

To expand our knowledge base about differentiating instruction to meet the needs of gifted learners, we sent a team of teachers from two schools to the CA Association for the Gifted (CAG) Summer Institute in June, 2017. Another school brought in a presenter from CAG to speak with the staff about | assessments to supplement the CAASPP data.

We will implement key differentiation strategies and to support the progress of all students, including gifted learners and/or struggling learners. We will identify underperforming students by name to close the achievement gap between student groups. Out goal is to increase the scores of student groups underperforming the overall student population.

Teachers will have the opportunity to attend trainings related to differentiating for gifted learners and/or struggling learners, participate in planning/collaboration around differentiation, and engage in collegial discussions focused on differentiated instruction. | disadvantaged students, and foster youth). We will also examine other local assessments to supplement CAASPP data.

Teachers will identify and implement key differentiation strategies to support the progress of our most at-risk students and student groups. We will identify underperforming students by name to close the achievement gap.

Our goal is to accelerate the progress of individual students and student groups that are underperforming the overall student population, as evidenced by growth across all student groups, including a minimum of 5% annual increase on CAASPP language arts and math scores in these student groups: African American students, English Learners, foster youth, Hispanic students, and socio-economically disadvantaged students. |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	classrooms. These professional development opportunities have helped to build our skill with meeting the range of academic needs in our classrooms. (New Outcome)	ways to support the gifted learners in their classrooms. These professional development opportunities have helped to build our skill with meeting the range of academic needs in our classrooms.		Students working above grade level will be provided with differentiated instruction, through the implementation of key differentiation strategies to support the progress of our high achieving students and accelerated learners. Teachers will have the opportunity to attend trainings related to differentiation, participate in planning/collaboration around differentiation, and engage in collegial discussions focused on differentiated instruction, as evidenced by teacher participation in training offerings and application of learning.
4) Pupil Achievement - Local measures	**Academic Intervention Programs** As evidenced by local benchmark assessments used by classroom teachers and intervention staff, students enrolled in the intervention programs at the middle school and elementary sites demonstrated progress towards grade level	**Academic Intervention Programs** As evidenced by local benchmark assessments used by classroom teachers and intervention staff, students enrolled in the intervention programs at the middle school and elementary sites demonstrated progress towards grade level	**Academic Intervention Programs** We will evaluate the effectiveness of the middle school academic intervention classes, elementary RAMP, and before/after school intervention/homework classes by measuring student performance on	**Academic Intervention Programs** We will evaluate the effectiveness of the middle school academic intervention classes, elementary RAMP, and before/after school intervention/homework classes by examining student assessment results. Students participating in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	standards. All students participating in reading interventions advanced towards reaching grade level benchmark reading targets. At least 50% of the students receiving academic interventions made progress towards performing at grade level on local benchmark assessments. (17-18 LCAP: Goal 2)	standards. All students participating in reading interventions advanced towards reaching grade level benchmark reading targets. At least 50% of the students receiving academic interventions made progress towards performing at grade level on local benchmark assessments.	local benchmark assessments. At least 50% of students participating in these interventions will make progress towards performing at grade level on these assessments.	these interventions will make accelerated progress towards performing at grade level on these assessments.
8) Other Pupil Outcomes	**Instructional Technology** Teachers offered blended learning experiences for students across content areas (e.g. language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education), as evidenced by principal and peer observations during classroom visitations, along with teachers from different department sharing student work examples developed with multimedia and digital tools. This broad implementation of	**Instructional Technology** We provided teachers with many professional development opportunities in technology this year. Middle school staff participated in monthly technology PD meetings, which were led by six Tech Teacher Leaders. Digital citizenship was one the primary topics of these meetings. The middle school also dedicated a Professional Development Day to technology, which included collaboration time and a genius bar for teachers to share their knowledge and learn from each other. Elementary	**Instructional Technology** We will provide teachers with professional development opportunities in technology to enhance instruction. Applying this knowledge, teachers will embed blended learning opportunities in their classrooms across most subject areas, thereby enhancing student learning and facilitating students' development of 21st century skills. All middle school students will participate in the 1:1 iPad program. Elementary students will have access	**Instructional Technology** Teachers will be provided with professional development opportunities in technology to enhance instruction, as evidenced by the allocation of professional development time. Applying this knowledge, teachers will embed blended learning opportunities in their classrooms across most subject areas, thereby enhancing student learning and facilitating students' development of 21st century skills, as evidenced by student work and survey data related to effective online research, communication with teachers/peers, collaboration

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	technology has enhanced the teaching and learning in our classrooms. Quantitative student survey data indicated an increase in online research, communication with teachers/peers, collaboration on schoolwork with peers, use of creative digital and multimedia tools. (17-18 LCAP: Goal 1)	teachers participated in a grade level professional development day facilitated by our Instructional Technology Coach. Teachers offered blended learning experiences for students across content areas, as evidenced by classroom visitations, along with teacher discussions about technology at staff meetings. This broad implementation of technology has enhanced the teaching and learning in our classrooms. We need to analyze student survey data to determine if the results indicated student proficiency with online research, communication with teachers/peers, collaboration on schoolwork with peers, and use of creative digital and multimedia tools.	to technology tools as part of their classroom learning. Quantitative student survey data will be used to measure the use of technology in blended learning.	with peers on schoolwork, and use of creative digital tools. All middle school students will participate in the 1:1 iPad program. Elementary students will have access to technology tools as part of their classroom learning, as measured by allocation of devices by technology plan device ratios.
6) School Climate - Other local measures on the sense of safety	**Global Studies** All 7th and 8th grade students had the opportunity to participate in globally focused	**Global Studies** We have started to identify/develop global studies frameworks that integrate the key	**Global Studies** In an effort to develop globally minded students, we will identify/develop a global studies framework	**Global Studies** We have articulated a global competence framework that is focused on four domains of global competence. We

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and school connectedness	learning experiences, including World Savvy Club, Global Citizenship elective class, and the Global Teacher Inquiry Project. Teachers trained in World Savvy/International Baccalaureate also integrated global studies instruction within and across all content areas. (17-18 LCAP: Goal 1)	components of global education (e.g. trans-disciplinary learning experiences that include perspective taking, investigating the world, communicating effectively, and taking action/engaging in service learning projects). Teachers had opportunities to collaborate with colleagues and our Global Studies Coach to develop units that embed key global education components. Teachers have been able to attend trainings related to global studies. This year, five teachers participated in World Savvy and 27 teachers have attended International Baccalaureate workshops. These teachers infused global studies practices in their classroom instruction. All 7th and 8th grade students had the opportunity to participate in globally focused learning	that integrates the key components of global education (e.g. trans-disciplinary learning experiences that include perspective taking, investigating the world, communicating effectively, and taking action/engaging in service learning projects) for sites to implement. We will provide support to teachers to use the framework and create curriculum and instruction related to global competency. Teachers will have opportunities to collaborate with colleagues and our Global Studies Coach around global studies, as well as attend trainings (e.g. International Baccalaureate, World Savvy). Teachers trained in World Savvy/International Baccalaureate will infuse global studies instruction within and across all content areas. All 7th and 8th grade students will have the	will continue to provide support to teachers to use the framework and create curriculum and instruction related to global competency. During supportive collaborative time at staff meetings and early release Wednesdays, teaching teams will be given opportunities to develop lessons/units that incorporate the four domains into disciplinary study framed around a universal concept and essential questions. The Global Studies coach will continue to attend staff meetings, arrange one-one and team coaching sessions, support classroom learning, and lead professional development days for teachers to deepen their practice for teaching global competency. Teachers will be introduced to the indicators and benchmarks for global competence to use as assessments for student progress.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		experiences, including World Savvy Club, Global Citizenship elective class. We engaged in extensive research, reflected on teacher input, and communicated with stakeholders to develop the plan for our elementary world language program. We have planned for the kindergarten pilot of Spanish classes district-wide, which will take place in fall 2019.	opportunity to participate in globally focused learning experiences, such as World Savvy Club, Global Citizenship elective class. We will implement a kindergarten pilot of Spanish language instruction district-wide in fall 2019, with additional grade levels to follow.	Teachers will be supported in implementing units and developing global partnerships. World Savvy and Global Citizenship classes at the middle school will continue. Students will have an opportunity to showcase action projects in the spring of 2020. Spanish language instruction will roll up to first grade district-wide in fall 2019. All kindergarten and first grade students will receive two 25-minute classes of Spanish each week, as measured by student schedules.
2) Implementation of State Standards - Implementation of the academic content and performance standards	**Deep Content, Inquiry-Based Learning** All students have been provided the opportunity to participate in deep content, inquiry-based learning experiences, as evidenced through principal observations during classroom walk-throughs, as well as	**Deep Content, Inquiry-Based Learning** All students have been provided the opportunity to participate in deep content, inquiry-based learning experiences, as evidenced through principal observations during classroom walk-throughs, as well as teacher input	**Deep Content, Inquiry-Based Learning** All students will be provided opportunities to participate in deep content, inquiry-based learning experiences.	**Deep Content, Inquiry-Based Learning** All students will be provided opportunities to participate in deep content, inquiry-based learning experiences, as evidenced by student work and classroom visits.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	teacher input during staff meeting discussions. (17-18 LCAP: Goal 1)	during staff meeting discussions.		
3) Parental Involvement - Effort district makes to seek parent input for district and site decision-making	**Parent and Family Engagement** We sought parent input for decision-making at the district and site level through a variety of in-person meetings and written feedback. Some of the in-person meetings included District English Language Advisory Committee meetings, monthly PTA/PTA Council meetings, site and district committee meetings, two district parent forums, three LCAP Parent Advisory Committee meetings, and monthly Board of Trustees meetings. Written parent feedback was gathered through three parent surveys sent out this year seeking input on our programs, the strategic plan, and the LCAP goals and actions. (17-18 LCAP: Goal 2)	**Parent and Family Engagement** We enjoyed strong parental involvement at all of our schools and on district committees. We sought parent input for decision-making at the district and site level through a variety of in-person meetings and written feedback. Some of the in-person meetings included District English Language Advisory Committee meetings, monthly PTA/PTA Council meetings, Site Council meetings at each school, Community Financial Advisory Committee meetings, and It Takes A Village meetings. For the Strategic Plan/LCAP stakeholder engagement process, we held 24 focus groups sessions, sent out two parent surveys, held four LCAP Parent Advisory Committee meetings, and held a LCAP Parent Forum. 14 Strategic Plan	**Parent and Family Engagement** We will continue to have strong parental involvement at all of our schools and on district committees. We will maintain or increase the level of parent engagement in decision-making at the site and district level through a variety of ways, including regular in-person meetings, such as, and annual parent surveys. This is evidenced by attendance and sign-in sheets at PTA meetings, School Site Council meetings, DELAC meetings, Board meetings, as well as site and district committees.	**Parent and Family Engagement** We will continue to have strong parental involvement at all of our schools and on district committees. We will maintain or increase the level of parent engagement in decision-making at the site and district level through a variety of ways, including regular in-person meetings, such as, and annual parent surveys.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		focus groups meetings, a district LCAP parent forum, four LCAP Parent Advisory Committee meetings, site and district committee meetings, and monthly Board meetings. Written parent feedback was gathered through two parent surveys sent out this year seeking input on our programs, the strategic plan, and the LCAP goals and actions.		
6) School Climate - Other local measures on the sense of safety and school connectedness	**Communication with Families** District and school websites were updated weekly with current and relevant information for families. However, there was inconsistency from teacher to teacher as to the frequency of their classroom websites being updated. (17-18 LCAP: Goal 1)	**Communication with Families** We maintained consistent communication to our families and staff through a variety of tools, such as district Flash messages, principals' digital newsletters, and common content on websites. District and school websites were updated weekly with current, relevant, and site-specific information for families. However, there was some inconsistency from teacher to teacher as to the frequency of their classroom websites being updated. Many teachers used more dynamic	**Communication with Families** Parent engagement is an integral part of the school climate system. District, school and teacher websites will be updated regularly with current and relevant information for families. Other effective communication skills will continue to be explored.	**Communication with Families** Current information will be shared with families via district, school, and teacher communications on a daily, weekly, or monthly timeline, based upon relevance, urgency, and best practices.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		communication tools, such as SeeSaw and Google Classroom, in addition to their websites.		
3) Parental Involvement - Parental participation in programs for unduplicated students and individuals with exceptional needs	**Parent Engagement and Equity Committee** We offered parents of unduplicated students and individuals with exceptional needs opportunities to participate discussions that support their child's progress as well as at meetings, such the District English Language Advisory Committee, about how to enhance programs that serve unduplicated students, as measured by meeting sign-in sheets, attendance at school events such as Back to School Night and Open House, and parent participation in parent-teacher conferences and other student meetings. (17-18 LCAP: Goal 2)	**Parent Engagement and Equity Committee** We offered all parents, including parents of unduplicated students, opportunities to participate in discussions to support their child's progress. They were invited to attend parent-teacher conferences, Student Study Team (SST) meetings, and Individual Education Plan (IEP) meetings. Parents also attended meetings, such the District English Language Advisory Committee and LCAP Parent Advisory Committee meetings, to provide suggestions about how we can enhance our programs to better serve their children. We held parent education events focused on equity that engaged our community in discussions about addressing issues of equity and developing	**Parent Engagement and Equity Committee** We will maintain or increase parent engagement of unduplicated students and individuals with exceptional needs opportunities to participate in discussions that support their child's progress, as well as meetings about how to enhance programs that serve unduplicated students. We will be forming a District Equity Committee in 2018-2019 to help engage a broader spectrum of parents and to support our equity work. The committee's mandate, composition, and meeting dates will be posted in September 2018. One of the committee's goals is to increase parent participation across all student groups. This will involve doing outreach to	**Parent Engagement and Equity Committee** Parent engagement on district committees and in decision-making at the site and district level will be measured by meeting attendance/sign-in sheets, survey participation rates, and other measurable engagement data available on digital platforms. We will maintain or increase parent engagement of unduplicated students and individuals with exceptional needs opportunities to participate in discussions that support their child's progress, and attend meetings about how to enhance programs that serve unduplicated students (English Learners, socio-economically disadvantaged students, and Foster Youth), as measured by meeting attendance.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		racial consciousness. These parent education meetings focused on equity will continue next school year.	those groups with limited participation, determining the barriers that have prevented involvement, and mitigating these obstacles.	We will continue our Parent Equity Committee next year to help engage a broader spectrum of parents and to support our equity work.
2) Implementation of State Standards - Programs/services enabling English Learners access to CCSS and ELD standards for academic content knowledge and English language proficiency	**English Language Development Program** The ELD team used the ELA/ELD standards as a basis for developing their ELD program. We purchased ELA/ELD-aligned curriculum for both the elementary and middle school ELD programs. These materials have enhanced the quality of instruction provided by the ELD team. Team members also attended professional development targeted at enhancing student academic discourse, and these research-based strategies have been incorporated in their instruction. (17-18 LCAP: Goal 1)	**English Language Development Program** The ELD team used the ELA/ELD standards as a basis for developing their program. They used a variety of ELA/ELD-aligned curriculum for their programs, including Reach/Inside curriculum and Kate Kinsella's Academic Vocabulary Toolkit. These materials have enhanced the quality of instruction provided by the ELD team. Team members also attended professional development targeted at EL language acquisition, academic discourse, and using culturally responsive teaching. These strategies have been consistently embedded in their classrooms and have strengthened their instruction.	**English Language Development Program** To facilitate our English Learners accessing the CCSS in English Language arts and the ELD standards, we will offer an ELD program based on this academic content and performance standards. The ELD team will use high-quality, ELA/ELD curricular materials and research-based practices in their program. Classroom teachers will consult with ELD Specialists help integrate effective ELD strategies in the regular classroom, where our CLAD certified teachers support their EL students throughout the day.	**English Language Development Program** To facilitate our English Learners accessing the CCSS in English Language arts and the ELD standards, we will offer an ELD program based on this academic content and performance standards. The ELD team will use high-quality, ELA/ELD curricular materials and research-based practices in their program. Classroom teachers will consult with ELD Specialists help integrate effective ELD strategies in the regular classroom, where our CLAD certified teachers support their EL students throughout the day, as evidenced by language acquisition progress, student work, and Fountas and Pinnell benchmark reading data.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				Communication with EL parents/families will be maintained or increased, as measured by periodic messages sent by ELD teachers to families, DELAC meetings held each trimester, and the development of an ELD webpage on the district website. Effectiveness of ELD Homework Club/extended day will measured by student work completion, participation, and progress towards grade-level benchmark standards.
4) Pupil Achievement - Percentage of EL pupils who make progress toward proficiency in English, as measured by CELDT or ELPAC - EL reclassification rate	**English Learner Progress** 73% of EL students demonstrated progress on the California English Language Development Test (CELDT), advancing at least one level on the test from the previous year of testing. 19 of the 78 EL students, or 24%, were reclassified as Fluent English Proficient this year. (17-18 LCAP: Goal 1 & 2)	**English Learner Progress** With the transition from CELDT to ELPAC, there was unstable data to compare EL progress with language proficiency. We needed to rely on other measures to monitor student progress, including CAASPP scores, Fountas and Pinnell benchmark reading scores, progress reports/report cards, classwork, and other informal measures.	**English Learner Progress** We will evaluate the effectiveness of the ELD program through multiple measures, including student annual progress on the ELPAC. At least 65% of EL students will show progress on the ELPAC, advancing at least one level on the test from the previous year of testing. We will also reclassify at least 25% of our EL	**English Learner Progress** We will evaluate the effectiveness of the ELD program through multiple measures, including student annual progress on the ELPAC. At least 65% of EL students will show progress on the ELPAC, making 20% growth from year to year on Summative ELPAC testing. We will also reclassify at least 20% of our EL students as Fluent English Proficient.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		To determine our EL reclassifications this year, we used CAASPP scores, Fountas and Pinnell benchmark reading assessment scores, progress reports/report cards, and classroom teacher input. 16 of the 76 EL students, or 21%, were reclassified as Fluent English Proficient this year.	students as Fluent English Proficient.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Social-Emotional Learning

We provide a variety of support systems, ranging from school-wide efforts to individualized plans, to address students' social-emotional and behavioral needs.

We continue to maintain counseling staffing across our schools. We will adjust staffing as appropriate. School-based counseling enhances the social-emotional support we offer students and increases students' feeling of connectedness to school.

To address student disciplinary issues, the middle school continues to use the Restorative Justice program.
(17-18 LCAP: Goal 2 Action 1)

Social-Emotional Learning

Students will learn in positive classroom environments that support their social-emotional well-being and foster development of strong character. (17-18 LCAP: Goal 2 Action 1)

Social-Emotional Learning Programs

We will integrate social-emotional learning, such as Kimochis, Zones of Regulation, and mindfulness, into classrooms, as evidenced by implementation of programs across grade levels. (New content)

Learner Profile

We will embed the attributes of the Mill Valley School District Learner Profile (balanced, collaborative, communicator, courageous, critical thinker, empathetic, inquirer, knowledgeable, open-minded, perseverant, principled, reflective) into the curriculum. Students will demonstrate these attributes across all grade levels. Learner Profile grade level expectations will be developed. (New content)

Counselor Staffing

Appropriate levels of counseling support for students across the district will be determined and provided, as measured by counselor-student contacts and number of behavioral incidents across all student groups. (17-18 LCAP: Goal 2 Action 1)

Restorative Practices

Social-Emotional Learning

Action 1) Students will learn in positive classroom environments that support their social-emotional wellbeing and foster development of strong character.

Action 1.1) Social-Emotional Learning Programs

We will consistently implement key social-emotional learning programs (i.e. Kimochis, Toolbox, and Zones of Regulation) as well as mindfulness practices at identified grade levels across the district.

Action 1.2) Learner Profile

We will embed the attributes of the Mill Valley School District Learner Profile (balanced, collaborative, communicator, courageous, critical thinker, empathetic, inquirer, knowledgeable, open-minded, perseverant, principled, reflective) into the curriculum. Students will demonstrate these attributes across all grade levels in age-appropriate ways, as evidenced by teacher report, classroom visitations, and student/teacher survey data.

Action 1.3) Counselor Staffing

Appropriate levels of counseling support for students across the district will be provided, as measured by counselor-student contacts, student need, and the number of behavioral incidents.

Action 1.4) Restorative Practices

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	The middle school will continue to use restorative practices to address student disciplinary issues, as measured by suspension rates across student groups. (17-18 LCAP: Goal 2 Action 1)	The middle school will continue to use restorative practices to foster supportive learning environments and address student disciplinary issues, as measured by suspension rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$735,240	$925,176	$806,069
Source	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local	LCFF, Federal, and Other Local
Budget Reference	**Counselor total compensation** (salaries, health and welfare, and benefits) LCFF Base - $690,390 LCFF Supplemental - $44,850	**Counselor total compensation** (salaries, health and welfare, and benefits) LCFF - $160,513 LCFF Supplemental - $74,199 Other State - $30,135 Federal (Title I) - $15,390 Other Local - $644,939	**Counselor total compensation** (salaries, health and welfare, and benefits) - **Actions 1.1, 1.3 & 1.4** LCFF - $151,627 LCFF Supplemental - $65,936 Other State - $0 Federal (Title I) - $15,887 Other Local - $572,619 *Counseling costs included in certificated pupil support total compensation

Year	2017-18	2018-19	2019-20
Amount			$29,755,680
Source			LCFF, Other State, Federal, and Other Local

Budget Reference			**Certificated staff total compensation** (salaries, health and welfare, and benefits) - **Actions 1.1, 1.2 & 1.4** LCFF - $10,102,002 Other State - $4,977,962 Federal - $300,537 Other Local - $14,375,179 **Groups included within certificated staff:** **Certificated teachers total compensation** (salaries, health and welfare, and benefits) $25,128,890 LCFF - $7,602,199 Other State - $4,094,272 Federal - $300,537 Other Local - $13,131,882 **Certificated admin total compensation** (salaries, health and welfare, and benefits) $2,381,635 LCFF - $2,197,478 Other State - $184,157 Federal - $0 Other Local - $0 **Certificated pupil support total compensation** (salaries, health and welfare, and benefits) $2,245,155

Year	2017-18	2018-19	2019-20
			LCFF - $302,325 Other State - $699,533 Federal - $0 Other Local - $1,243,297

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Targeted Mental Health Support **Action 2)** Additional mental health staffing at the middle school will be available to provide support to unduplicated students (i.e. English Learners, foster youth, and socio-economically disadvantaged students), as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$132,790
Source			Federal and Other Local
Budget Reference			**Mental Health Specialist** Federal - $53,116 Other Local - $79,674 *Included in certificated pupil support

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Academic Achievement

Students experience high levels of learning in all content areas (language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education) through the implementation of effective teaching practices and the use of standards-aligned curricular materials.

Student learning and progress is shown through multiple measures, including but not limited to student work, progress reports and report cards, and assessment results, such as CAASPP scores and local assessment measures.

We continue to develop and use:
 • Standards-aligned, common, formative assessments for language arts and math
 • District-wide system for assessment data collection
 • Common protocols for administering these assessments
 • Common protocols for interpreting assessment results to inform instruction
(17-18 LCAP: Goal 1 Action 1)

Academic Achievement

All students will reach high levels of achievement in all content areas, as evidenced by an increased performance on standardized and authentic performance assessments across all student groups.

High-Quality Instruction

All students will be supported through high-quality instruction in all content areas with the implementation of CA State Standards across all subject areas (language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education), as evidenced by student schedules and subject-specific authentic assessment measures.

Standards-Based Teaching Practices

Teachers will continue to employ effective teaching practices and use standards-based materials, as determined by multiple measures, including progress reports and report cards, and assessment results, such as CAASPP scores and local assessment measures. Our target for CAASPP testing is for 80% of students to met or exceed standards in English Language Arts and Mathematics.

Assessments

We will develop and use standards-aligned, common, formative assessments for reading and math. We will utilize a district-wide system for assessment data collection, along

Academic Achievement

Action 3) All students will reach high levels of achievement in all content areas, as evidenced by an increased performance on standardized and authentic performance assessments across all student groups.

Action 3.1) High-Quality Instruction

All students will be supported through high-quality instruction in all content areas with the implementation of CA State Standards across all subject areas (language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education), as evidenced by student schedules and subject-specific authentic assessment measures.

Action 3.2) Standards-Based Teaching Practices

Teachers will continue to employ effective teaching practices and use high-quality standards-based materials. We will monitor student progress through multiple measures, including progress reports/report cards and results on CAASPP testing and local assessments. Our target for CAASPP testing is to increase by at least 1% the number of students meeting or exceeding standards in English Language Arts (86%) and Math (80%).

Differentiation for Students Working Above Grade Level

Students working above grade level will be provided with differentiated learning to

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	with common protocols for administering the assessments and interpreting the results. (17-18 LCAP: Goal 1 Action 1)	maximize their growth each year. Teachers will use targeted instructional strategies and practices to address the academic needs of high achievers and accelerated learners. **Action 3.3) Assessments** We will develop and use standards-aligned, common, formative assessments for reading, writing, and math. We will utilize a district-wide system for assessment data collection, along with common protocols for administering the assessments and interpreting the results, as measured by assessment data collection records.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$29,009,810	$29,714,543	Staff costs reflected in Goal 1 Action 1
Source	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local
Budget Reference	**Certificated staff total compensation** (salaries, health and welfare, and benefits) LCFF, Other State, Federal - $15,769,195 Other Local - $13,240,615	**Certificated staff total compensation** (salaries, health and welfare, and benefits) LCFF - $10,868,322 Other State - $4,634,447 Federal - $416,270 Local - $13,795,504	**Certificated staff total compensation** (salaries, health and welfare, and benefits) - **Actions 3.1, 3.2 & 3.3**

Year	2017-18	2018-19	2019-20
Amount			$3,200,883
Source			LCFF, Other State, Federal, and Other Local
Budget Reference			**Classified instructional assistants total compensation** (salaries, health and welfare, and benefits) - **Actions 3.1 & 3.2** LCFF - $1,146,934 Other State - $1,498,839 Federal - $433,386 Other Local - $121,724

Year	2017-18	2018-19	2019-20
Amount	$100,000	$100,000	$100,000
Source	LCFF, Other State	LCFF	Other State
Budget Reference	**Textbooks and materials**	**Textbooks and materials**	**Textbooks and materials** - **Action 3.2**

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Differentiation

We strive to maximize each child's potential. Students are provided with differentiated learning in their classroom in which teachers use targeted instructional strategies to address students' individual academic needs. Students learn in a positive classroom environment that supports students' social-emotional well-being and development of strong character. (17-18 LCAP: Goal 1 Action 3)

We offer support systems at all schools to address the academic needs of students working below grade level. We address the achievement gap that exists between student groups by implementing differentiated instructional practices based on student need. (17-18 LCAP: Goal 2 Action 2)

We offer academic intervention programs, such as Reading & Math Program (RAMP) at the elementary schools as well as supported math classes and targeted reading intervention classes at the middle school. We continue to maintain the staffing for these academic interventions at all schools. We will adjust staffing as appropriate. (17-18 LCAP: Goal 2 Action 2)

Intervention teachers are provided with and use high-quality, research-based intervention materials. They are also offered opportunities to attend intervention trainings and participate in pertinent professional development provided by the district. (17-18 LCAP: Goal 2 Action 2)

We offer intervention/homework programs before or after school that target students needing additional support with homework and/or classroom learning. (17-18 LCAP: Goal 2 Action 3)

Differentiation

We strive to maximize each child's potential. In an effort to increase proficiency for all students, ensure all students make progress towards standards, and close the achievement gap between student groups, we will differentiate instruction in classrooms and offer intervention programs. (17-18 LCAP: Goal 1 Action 3)

Differentiation for Students Working Below Grade Level

Students will be provided with differentiated learning in which teachers use targeted instructional strategies and curricular materials to address students' individual academic needs, supporting both gifted learners/high achievers and struggling learners, as evidenced by growth across all student groups, including a minimum of 10% annual increase on CAASPP language arts and math scores in these student groups: African American students, Latino students, English Learners, low-income students. (17-18 LCAP: Goal 2 Action 2)

Academic Intervention Programs

Reading And Math Program (RAMP) will be provided at all schools to students needing additional academic support. Students participating in RAMP will receive high-quality intervention from instructors who are provided with professional development opportunities and use research-based intervention materials in their programs, as measured by student growth towards benchmark assessments and grade level expectations. (17-18 LCAP: Goal 2 Action 2)

Homework Support

Differentiation

Action 4) We strive to maximize each child's potential. In an effort to increase proficiency for all students, ensure all students make progress towards standards, and close the achievement gap between student groups, we will differentiate instruction in classrooms and offer intervention programs.

Action 4.1) Differentiation for Students Working Below Grade Level

Students working below grade level will be provided with differentiated learning in the general classroom. Teachers will use targeted instructional strategies, evidenced-based practices, and common curricular materials to address the academic needs of struggling learners in the general classroom, as evidenced by growth across all student groups, including a minimum of a 5% annual increase on ELA and Math CAASPP scores for these student groups: African American students, Hispanic students, English Learners, and social-economically disadvantaged students.

Action 4.2) Homework Support

We will offer an after-school homework program at the middle school and targeted elementary sites to assist students needing help with work completion, as measured by student attendance.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	We will offer an after-school homework program at the middle school to support students needing help with work, as measured by student attendance. (17-18 LCAP: Goal 2 Action 3)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Staff costs	Staff costs reflected in Goal 1 Action 3	Staff costs reflected in Goal 1 Action 1
Source	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local
Budget Reference	**Certificated staff total compensation** costs reflected in Goal 1 Action 2.	**Certificated staff total compensation**	**Certificated staff total compensation - Actions 4.1 & 4.2**

Year	2017-18	2018-19	2019-20
Amount			Staff costs reflected in Goal 1 Action 3
Source			LCFF, Other State, Federal, and Other Local
Budget Reference			**Classified instructional assistants total compensation - Action 4.1**

Action 5

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
We offer academic intervention programs, such as Reading & Math Program (RAMP) at the elementary schools as well as supported math classes and targeted reading intervention classes at the middle school. We continue to maintain the staffing for these academic interventions at all schools. We will adjust staffing as appropriate. (17-18 LCAP: Goal 2 Action 2) Intervention teachers are provided with and use high-quality, research-based intervention materials. They are also offered opportunities to attend intervention trainings and participate in pertinent professional development provided by the district. (17-18 LCAP: Goal 2 Action 2)	**Academic Intervention Programs** Reading And Math Program (RAMP) will be provided at all schools to students needing additional academic support. Students participating in RAMP will receive high-quality intervention from instructors who are provided with professional development opportunities and use research-based intervention materials in their programs, as measured by student growth towards benchmark assessments and grade level expectations. (17-18 LCAP: Goal 2 Action 2 & 18-19 LCAP: Goal 1 Action 3)	**Targeted Academic Intervention** **Action 5)** Academic intervention programs will be provided for unduplicated student groups (i.e. English Learners, foster youth, and socio-economically disadvantaged students) at all schools who would benefit from additional academic support. Reading And Math Program (RAMP) and will be provided for unduplicated students at all elementary schools who need additional academic support. The middle school will offer math workshop classes, supported math classes, and reading intervention classes to unduplicated student groups and other students who have been identified for academic support. Students participating in RAMP at the elementary level and in reading/math intervention classes at the middle school will receive high-quality intervention from instructors who are provided with relevant professional development opportunities, use research-based intervention materials in their programs, and integrate best instructional practices, as measured by student growth towards reading/math benchmarks and grade level expectations.

Year	2017-18	2018-19	2019-20
Amount	$584,505	$612,934	$638,324

Year	2017-18	2018-19	2019-20
Source	LCFF, Other State, Federal	LCFF, Other State and Federal	LCFF, Other State, and Federal
Budget Reference	**RAMP instructional support & Middle School intervention teacher total compensation** (salaries, health and welfare, and benefits) Elementary sites - $384,728 Middle school - $199,777 • LCFF Base - $373,085 • LCFF Supplemental - $211,420	**RAMP instructional support & Middle School intervention teacher total compensation** (salaries, health and welfare, and benefits) TK-5 - $369,994 6-8 - $242,940 LCFF - $191,966 LCFF Supplemental - $252,359 Other State - $98,844 Federal (Title I) - $69,765	**RAMP instructional support & Middle School intervention teacher total compensation** (salaries, health and welfare, and benefits) K-5 - $368,725 6-8 - $269,599 LCFF - $169,044 LCFF Supplemental - $302,172 Other State - $95,781 Federal (Title I) - $71,327 *RAMP costs included in classified instructional assistants total compensation or certificated teachers total compensation

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instructional Technology Students are offered innovative blended learning experiences with teachers' skilled integration of instructional technologies. (17-18 LCAP: Goal 1 Action 4)	**Instructional Technology** Technology is used to enhance instruction. **Blended Learning Experiences** Students will be offered innovative blended learning experiences with teachers' skilled integration of instructional technologies, as measured by effective online research, communication with teachers/peers, collaboration with peers on schoolwork, and use of creative digital tools. (17-18 LCAP: Goal 1 Action 4)	**Instructional Technology** **Action 6)** Technology is used to enhance instruction through thoughtful and appropriate integration in the curriculum. **Action 6.1) Professional Development & Blended Learning Experiences** We will provide teachers with professional development opportunities in technology to enhance instruction. Students will be offered innovative blended learning experiences with teachers' skilled integration of instructional technologies, as measured by students' development of 21st century skills (i.e. creativity, collaboration, communication and critical thinking).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Staff Costs	Staff costs reflected in Goal 1 Action 3	Staff costs reflected in Goal 1 Action 1
Source	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local
Budget Reference	**Certificated staff total compensation** costs reflected in Goal 1 Action 3.	**Certificated staff total compensation**	**Certificated staff total compensation** *Instructional Technology Coach total compensation included in certificated teachers staffing

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Global Studies Students participate in learning opportunities that foster global perspectives/awareness and world languages. We continue to develop our plan to embed world language instruction at the elementary schools. (17-18 LCAP: Goal 1 Action 5)	**Global Studies** Students will participate in learning opportunities that foster global mindedness and turning knowledge into action. (17-18 LCAP: Goal 1 Action 5) **Student Global Learning Experiences** Students will have opportunities to participate in trans-disciplinary learning experiences that include perspective taking, investigating the world, communicating effectively, and taking action/engaging in service learning projects, as evidenced by teacher use of a global studies framework as a guide for developing curriculum and instruction. (New content) **World Language Instruction** Students will have opportunities for world language instruction/exposure in middle school and at the elementary level with the kindergarten pilot in 2018-2019, as measured by student schedules. (17-18 LCAP: Goal 1 Action 5) **Inquiry- and Project-Based Learning** Students will learn in an environment that provides inquiry-based learning, with opportunities to participate in project-based learning that has relevant, real-world applications, as evidenced by student work and classroom visits. (17-18 LCAP: Goal 1 Action 2)	**Global Studies** **Action 7)** Students will participate in learning opportunities that foster global mindedness and turn knowledge into action. **Action 7.1) Student Global Learning Experiences** Students will have opportunities to participate in trans-disciplinary learning experiences that include perspective taking, investigating the world, communicating effectively, and taking action/engaging in service learning projects, as evidenced by teacher use of a global studies framework as a guide for developing curriculum and instruction. **Action 7.2) World Language Instruction** Students will have opportunities for world language instruction/exposure in middle school in kindergarten and first grade at the elementary level in 2019-2020, as measured by student schedules. **Action 7.3) Inquiry- and Project-Based Learning** We will provide students with opportunities to participate in inquiry-based instruction and project-based learning that has relevant, real-world applications, as evidenced by student work and classroom visits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Staff Costs	Staff costs reflected in Goal 1 Action 3	Staff costs reflected in Goal 1 Action 1
Source	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local
Budget Reference	**Certificated staff total compensation** costs reflected in Goal 1 Action 3.	**Certificated staff total compensation**	**Certificated staff total compensation - Actions 7.1-7.3** *Global Studies Teacher on Special Assignment total compensation included in certificated teachers staffing

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent and Family Engagement We provide regular, two-way communication with our school communities through a variety of tools, which are updated with current, relevant information. (17-18 LCAP: Goal 1 Action 6)	**Parent and Family Engagement** **Action 6)** We will maintain high levels of parent/family engagement in our school communities, where all parents are welcomed and have opportunities to be engaged in their child's education. (New content) **Communication** We will provide regular, two-way communication with our school communities through a variety of tools, which are updated with current, relevant information, as evidenced by websites, newsletters, focus groups, and other communication vehicles. (17-18 LCAP: Goal 1 Action 6) **Parent Involvement** We will generate active engagement between all parents/families and schools to promote student learning and success, as evidenced by parent participation representative of all student groups in school activities, including parent meetings and parent education opportunities. **Parent Equity Committee** We will be forming a District Equity Committee in 2018-2019 to help engage a broader spectrum of parents and to support our equity work. (New content)	**Parent and Family Engagement** **Action 8)** We will maintain high levels of parent/family engagement in our school communities, where all parents are informed, welcomed, and have opportunities to be involved in their child's education. **Action 8.1) Communication** We will provide regular, two-way communication with our school communities through a variety of tools and platforms, which are updated with current, relevant information, as evidenced by websites, newsletters, surveys, public and committee meetings, and other communication vehicles. **Action 8.2) Parent Involvement** We will continue to have active parental involvement at all of our schools to promote student learning and success, as evidenced by parent participation representative of all student groups in school activities, including school events, parent meetings (e.g. PTA meetings, School Site Council meetings, Board meetings, DELAC meetings, site and district committees), and parent education opportunities. **Parent Equity Committee** We will continue our Parent Equity Committee next year to help engage a broader spectrum of parents and to support our equity work.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,614,451	$38,477,072	$39,233,911
Source	LCFF, Other State, Federal, and Local	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local
Budget Reference	**All certificated and classified staff total compensation** (salaries, health and welfare, and benefits) LCFF, Other State, Federal - $24,072,836 Local - $13,541,615	**All certificated and classified staff total compensation** (salaries, health and welfare, and benefits) LCFF - $17,314,651 Other State - $5,708,118 Federal - $1,343,073 Local - $14,111,230	**All certificated and classified staff total compensation** (salaries, health and welfare, and benefits) - **Actions 8.1-8.2** LCFF - $17,252,671 Other State - $6,530,389 Federal - $787,042 Other Local - $14,663,809

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2010-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
English Language Development We continue to build our English Language Development (ELD) program. ELD teachers use high-quality ELD curricular materials, are provided with relevant professional development opportunities, and implement research-based strategies in order to best serve EL students. We continue to maintain ELD staffing across the district. We will adjust staffing as appropriate. We continue to strengthen parent involvement and communication. Schools are exploring different modes of communication to ensure information accessibility to parents of EL students. This includes the development of an ELD page on the district website. Resources for parents of EL students will be made available for use at home. To monitor EL student progress with language acquisition, ELD teachers administer the CELDT/ELPAC in the fall and other reading assessments each trimester. For Redesignated Fluent English Proficient students, we monitor their academic progress after reclassification through the use of a clear process and a data collection system developed by the ELD team. (17-18 LCAP: Goal 2 Action 4)	**English Language Development** We will continue to build our English Language Development (ELD) program. **ELD Teaching Practices & Training** ELD staff will use high-quality ELD curricular materials, be provided with relevant professional development opportunities, and implement research-based strategies in order to best serve English Learners. **Communication with EL Families** We will continue to strengthen parent involvement and communication with parents of English Learners, as evidenced by different modes of communication and development of an ELD page on the district website. **Monitoring EL Student Progress** We will monitor EL student progress with language acquisition through annual administration of the English Language Proficiency Assessment in CA (ELPAC) and other language/reading assessments each trimester. (17-18 LCAP: Goal 2 Action 4)	**English Language Development** **Action 9)** We will continue to build our English Language Development (ELD) program, which provides Integrated ELD instruction, augmented by Designated ELD services, to our English Learners. **Action 9.1) ELD Teaching Practices & Training** ELD staff will use high-quality ELD curricular materials, be provided with relevant professional development opportunities, and implement research-based strategies in order to best serve English Learners. **Action 9.2) Communication with EL Families** We will continue to strengthen parent involvement and communication with parents of English Learners, as evidenced by different modes of communication and development of an ELD page on the district website. **Action 9.3) Monitoring EL Student Progress** We will monitor EL student progress with language acquisition through annual administration of the English Language Proficiency Assessment in CA (ELPAC) and other language/reading assessments each trimester.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$210,837	$223,441	$201,226
Source	LCFF, Other State, Federal, and Title III	LCFF, Other State, and Federal	LCFF and Federal
Budget Reference	**Certificated and instructional support total compensation** (salaries, health and welfare, and benefits) • LCFF Base - $183,611 • LCFF Supplemental - $12,271 Title III English Learner and Immigrant Education Funds - $14,955	**Certificated and instructional support total compensation** (salaries, health and welfare, and benefits) LCFF - $188,208 LCFF Supplemental - $17,920 Other State - $9,469 Federal (Title III) - $7,844	**Certificated and instructional support total compensation** (salaries, health and welfare, and benefits) - **Actions 9.1-9.3** LCFF - $177,563 LCFF Supplemental - $15,819 Other State - $0 Federal (Title III) - $7,844

Year	2017-18	2018-19	2019-20
Amount	Staff Costs	Staff costs reflected in Goal 1 Action 2	Staff costs reflected in Goal 1 Action 1
Source	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local	LCFF, Other State, Federal, and Other Local
Budget Reference	**Certificated staff total compensation** costs reflected in Goal 1 Action 2.	**Certificated staff total compensation**	**Certificated staff total compensation**

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Supported Staff

Attract, develop, and retain excellent staff in a quality work environment

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: Mill Valley School District Strategic Plan

Identified Need:

Our teachers need to maintain excellent instructional practices. Careful implementation of Common Core State Standards requires teachers to enhance their skills in using project-based learning, differentiated instruction, and other research-based strategies to reach all students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Basic- Appropriately credentialed and assigned teachers	**Appropriately Credentialed and Assigned Teachers**	**Appropriately Credentialed and Assigned Teachers**	**Appropriately Credentialed and Assigned Teachers**	**Appropriately Credentialed and Assigned Teachers**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	We are currently in the upper quartile in all employee groups for total compensation (salary, health and welfare, and benefits) through a compensation analysis of an updated list of comparable districts. (17-18 LCAP: Goal 3) All teachers and staff are appropriately credentialed and assigned.	We are currently in the upper quartile in all employee groups for total compensation (salary, health and welfare, and benefits) through a compensation analysis of an updated list of comparable districts.	We will to continue to analyze total compensation of all staff, including salary, health and welfare benefits, step, and column (salary advancement). We will negotiate with the goal of approving settlements that maintain all units of staff in the top quartile in the total compensation of comparable districts. A report of total compensation comparisons will be produced as needed for the purpose of bridging possible gaps in moving towards the top quartile. We will continue to ensure all teachers and staff are appropriately credentialed and assigned.	We will to continue to analyze total compensation of all staff, including salary, health and welfare benefits, step, and column (salary advancement). We will negotiate with the goal of approving settlements that maintain all units of staff in the top quartile in the total compensation of comparable districts. A report of total compensation comparisons will be produced as needed for the purpose of bridging possible gaps in moving towards the top quartile. We will continue to ensure all teachers and staff are appropriately credentialed and assigned.
1) Basic - Every student has access to standards-aligned instructional materials	**Standards-Based Instructional Materials** All teachers have access to instructional resources based on Common Core State Standards (CCSS). Teachers also used other teacher-generated materials based upon CCSS. Teachers of all other subject areas have	**Standards-Based Instructional Materials** All teachers have access to instructional resources based on Common Core State Standards (CCSS). Teachers also used other teacher-generated materials based upon CCSS. Teachers of all other subject areas have	**Standards-Based Instructional Materials** We ensure that all teachers and students have access to curricula aligned with Common Core State Standards in language arts and math, and standards-aligned instructional materials for all other content areas, as	**Standards-Based Instructional Materials** We will ensure that all teachers and students have access to curricula aligned with Common Core State Standards in language arts and math, and standards-aligned instructional materials for all other content areas, as measured

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	the curricular materials, supplemental resources, and supplies needed to provide a robust academic program to their students. (17-18 LCAP: Goal 3)	the curricular materials, supplemental resources, and supplies needed to provide a robust academic program to their students.	measured by teacher report on inventory of materials.	by teacher report on inventory of materials.
2) Implementation of State Standards - Implementation of the academic content and performance standards	**Professional Development** Teacher survey feedback, principal and peer classroom visitations, and grade level discussions offered strong indication of teacher/staff application of learning from district professional development. Elementary teachers and Science Dept. members have begun integrating the NGSS in their science programs. Teachers at all levels and sites used technology to enhance their instruction. (17-18 LCAP: Goal 3)	**Professional Development** We developed a robust professional development plan to support teachers in their content area growth, as well as development in other areas, such as equity and fostering social-emotional health. Roni Habib, expert in the field of social-emotional wellness, led presentations for all of our teachers on this topic. Also, 54 teachers, administrators, and Board members attended the two-day Courageous Conversations/Beyond Diversity trainings on racial equity. Teacher survey feedback, principal and peer classroom visitations, and grade level discussions offered strong indication of teacher/staff application of learning from district	**Professional Development** We will consult with staff to plan high quality site-based and district-wide professional development. We will promote staff health and wellness during district-wide professional development by providing the opportunity for mindfulness training and support in classrooms district-wide. Staff feedback on wellness and training opportunities, district-developed professional development, grade level/department, and collaboration offered to staff will be collected on an annual basis through focus groups, surveys, or other means. The results will reflect evidence of the professional development being implemented in	**Professional Development** We will consult with staff to plan high quality site-based and district-wide professional development. We will promote staff health and wellness during district-wide professional development by providing the opportunity for mindfulness training and support in classrooms district-wide. Staff feedback on wellness and training opportunities, district-developed professional development, grade level/department, and collaboration offered to staff will be collected on an annual basis through focus groups, surveys, or other means. The results will reflect evidence of the professional development being implemented in classroom practices, which

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		professional development. Elementary teachers and Science Dept. members have begun integrating the NGSS in their science programs. Teachers at all levels and sites used technology to enhance their instruction.	classroom practices, which will be observed through classroom visits, Learning Walks, student work, and engagement.	will be observed through classroom visits, Learning Walks, student work, and engagement.
2) Implementation of State Standards - Implementation of the academic content and performance standards	**Classroom Visits, Feedback, and Innovation** Formal and informal classroom visits by administrators took place throughout the year. All of the elementary schools conducted at least one internal Learning Walk. This was an effective way to highlight innovative or best teaching practices as well as build staff morale. (New Outcome)	**Classroom Visits, Feedback, and Innovation** We will prioritize classroom visits by administrators followed by constructive and supportive feedback to visited teachers. We will continue to conduct at least one internal Learning Walk at each site to highlight innovative or best teaching practices. Strategic Planning grants and Kiddo! Teacher Innovation grants will offer opportunities for teachers to explore new innovative, creative teaching practices.	**Classroom Visits, Feedback, and Innovation** We will prioritize classroom visits by administrators followed by constructive and supportive feedback to visited teachers. We will continue to conduct at least one internal Learning Walk at each site to highlight innovative or best teaching practices. Strategic Planning grants and Kiddo! Teacher Innovation grants will offer opportunities for teachers to explore new innovative, creative teaching practices.	**Classroom Visits, Feedback, and Innovation** We will prioritize classroom visits by administrators followed by constructive and supportive feedback to visited teachers. We will continue to implement structured classroom visitations, such as Learning Walks and lesson studies, at each site to highlight innovative or best teaching practices. Strategic Planning grants and Kiddo! Teacher Innovation grants will offer opportunities for teachers to explore new innovative, creative teaching practices.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Compensation, Resources & PD

We continue to target staff total compensation (salary, health benefits, and welfare) in the top quartile of comparable districts. (17-18 LCAP: Goal 3 Action 1)

We offer standards-based teacher autonomy and academic freedom so teachers are able to creatively develop their academic programs and embed innovative teaching strategies in service of grade level/content standards. Teachers have access to high-quality resources, including technology tools and standards-based curriculum, to most effectively do their work. These practices strengthen the caliber of teaching and the depth of learning that takes place in our classrooms, as well as the work environment of all staff. (17-18 LCAP: Goal 3 Action 2 - Moved to Plan Summary)

Compensation, PD, Innovation & Feedback

Action 1) We will provide strong support to staff through excellent compensation, extensive professional development, encouragement for innovation, and relevant feedback. (New content)

Top Quartile for Total Compensation

We will target staff total compensation (salary, health and welfare, and benefits) in top quartile of comparable districts, as evidenced by total compensation comparisons produced as needed for the purpose of bridging possible gaps in moving towards the top quartile. (17-18 LCAP: Goal 3 Action 1)

Promoting Staff Wellness

We will implement a staff wellness plan that includes mindfulness training and support, community and morale building, and other opportunities that support staff health and wellness, as evidenced by staff feedback gathered through focus groups, surveys, or other means. (New content)

Professional Development

We will provide high-quality professional development that increases the staff's capacity to collaborate, design, and implement innovative curriculum. We will incorporate staff input when planning professional development. (17-18 LCAP: Goal 3 Action 3)

Compensation, PD, Innovation & Feedback

Action 1) We will provide strong support to staff through excellent compensation, extensive professional development, encouragement for innovation, and relevant feedback.

Action 1.1) Top Quartile for Total Compensation

We will target staff total compensation (salary, health and welfare, and benefits) in top quartile of comparable districts, as evidenced by total compensation comparisons produced as needed for the purpose of bridging possible gaps in moving towards the top quartile.

Action 1.2) Promoting Staff Wellness

We will implement a staff wellness plan that includes mindfulness training and support, community and morale building, and other opportunities that support staff health and wellness, as evidenced by staff feedback gathered through focus groups, surveys, or other means.

Action 1.3) Professional Development

We will provide high-quality professional development that increases the staff's capacity to collaborate, design, and implement innovative curriculum. We will consult with staff input when planning professional development.

2017-18 Actions/Services (Cont'd)

2018-19 Actions/Services (Cont'd)

2019-20 Actions/Services (Cont'd)

Compensation, Resources & PD

Our teachers are provided a well-developed, comprehensive, and differentiated professional development plan in which they have opportunities to learn from outside trainers as well as share their expertise with each other. This plan also includes grade level/department collaboration, peer observations and feedback through Learning Walks, and regular collegial planning and collaboration time. This emphasis on professional development builds capacity in the staff and gives teachers the opportunity to continually improve their practice. (17-18 LCAP: Goal 3 Action 3)

The primary areas of focus for professional development at the elementary sites are the Next Generation Science Standards (NGSS) and inquiry-based learning, instructional technology, differentiation, and social-emotional well-being/character education. The primary areas of focus for professional development at the middle school are instructional technology, standards-based work, and social-emotional well-being. (17-18 LCAP: Goal 3 Action 3)

We offer classified staff relevant training that is specific to job duties, responsibilities and meeting student needs. Job-alike teams work with supervisors to determine their training needs. In addition, classified staff are provided with feedback as a means of supporting their professional growth. (17-18 LCAP: Goal 3 Action 3)

Compensation, PD, Innovation & Feedback
Supporting Pursuits of Innovation

We will support teachers in their pursuits of innovation in the classroom, as measured by implementation of innovative practices during classroom visits and Learning Walks, along with teachers making use of district-provided opportunities for training, collaboration, and grants. (New content)

Classroom Visits & Feedback

Site and district administrators will help all staff reach their potential by prioritizing formal and informal classroom visits followed by constructive and supportive feedback, as measured by classroom visits. (New content)

Compensation, PD, Innovation & Feedback

Action 1.4) Supporting Pursuits of Innovation

We will support teachers in their pursuits of innovation in the classroom, as measured by implementation of innovative practices during classroom visits and Learning Walks, along with teachers making use of district-provided opportunities for training, collaboration, and grants.

Action 1.5) Classroom Visits & Feedback

Site and district administrators will help all staff reach their potential by prioritizing formal and informal classroom visits followed by constructive and supportive feedback, as measured by classroom visits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Staff Costs	Staff costs reflected in Goal 1 Action 8	Staff costs reflected in Goal 1 Action 8
Source	LCFF, Other State, Federal, and Local	LCFF, Other State, Federal, and Local	LCFF, Other State, Federal, and Other Local
Budget Reference	**Certificated and classified staff total compensation** (salaries, health and welfare, and benefits) reflected in Goal 1 Action 8.	**Certificated and classified staff total compensation** (salaries, health and welfare, and benefits)	**Certificated and classified staff total compensation** (salaries, health and welfare, and benefits) - **Actions 1.1-1.6**

Year	2017-18	2018-19	2019-20
Amount	$200,000	$200,000	$200,000
Source	LCFF, Other State, and Federal	LCFF	LCFF
Budget Reference	**Registration, substitutes, and consultants**	**Registration, substitutes, and consultants**	**Conferences and travel, substitutes, and consultants** - **Action 1.3**

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$383,927

1.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Mill Valley School District's 2019-20 LCFF Supplemental Grant funds are projected to be $383,927, and the minimum percentage to increase or improve services as compared to services provided to all students is 1.65%. These funds are identified to support our district's unduplicated pupils, which include English Learners - 119 students, foster youth - 1 student, and socially-economically disadvantaged students - 173 students. (Data referenced from the CALPADS Fall 1 certification).

Learning Outcomes for Unduplicated Students
The educational needs, circumstances and conditions of English learners, foster youth and socio-economically disadvantaged students are unique and may impact their learning outcomes. It has been our experience these student groups tend to need more in order to achieve the outcomes we have set for all students, and they have better outcomes when their specific needs are met through targeted programs. The goals we have set for these students include high levels of academic achievement (meeting grade level standards), high levels of engagement at school (meeting attendance targets), and positive social-emotional well-being and contributions to the classroom and school community (meeting disciplinary and behavioral goals).

Areas of Service
Keeping these outcomes in mind, our district has considered the specific factors for each of these student groups when determining the programs and services to be put into place to serve them. Through thoughtful discussions at the district level, analysis of relevant data (e.g. attendance patterns, discipline records, and student achievement data), and reflection on our practices to most effectively meet the learning outcomes for our

unduplicated students, we determined three key areas of intervention for implementation: student-based mental health counseling, school-based academic supports, and Designated English Language Development (ELD) instruction. Services in these three areas are principally directed at meeting the goals of serving these protected student groups, with the overarching objective of enhancing their educational achievement.

Based on our collective experience to meet the goals for each of these student groups, we have determined that providing services in these three areas is the most effective use of our LCFF Supplemental Grant funds to best serve our unduplicated students. Each strategy is research-based and a form of best practices in the educational setting that serves to meet the learning goals we have set for these protected student groups. Through regular progress monitoring of the students receiving these services, staff is able to adjust accordingly to ensure students' increased services lead to improved academic outcomes and social-emotional outputs.

Connecting to LCAP Goal 1 (Balanced Learners)

The district is implementing these three areas of intervention through actions outlined in Goal 1 of the LCAP (Balanced Learners). Goal 1 articulates the district's priority for students to be provided with mental health supports that promote positive social-emotional wellbeing. The goal also articulates the district's objective of students achieving at high levels and making progress towards grade-level standards each year. Further, the goal indicates the academic supports to be provided to students when needed, including differentiated instruction and academic intervention. To support English Learners with their language acquisition, Goal 1 specifies ELD instruction be provided to build their language proficiency. These are referenced in Goal 1 Actions 2, 5 and 9.

Social-Emotional Wellness & Mental Health Support

Background

It has been our experience that unduplicated students gain particular benefit from counseling and mental health services to support their social-emotional wellness. Targeted mental health supports help these students better attend to classroom learning, employ self-regulation strategies when needed, and maintain their engagement during instruction. Restorative practices used by counseling staff to assist students in making positive behavioral choices, thereby reducing disciplinary referrals. Also, communication from mental health/counseling staff with parents/guardians helps provide resources and services to families in need. These outcomes all serve to help students make progress towards meeting grade level standards, attendance targets, and disciplinary/behavioral goals, which are the learning outcomes we have identified for them.

Increased Services

As referenced in Goal 1 Action 2, the district hires an additional .4 FTE of mental health staffing at the middle school beyond the base-level of counseling services provided to all students. This mental health specialist offers support services that are primarily provided to high-need students, English Leaners, foster youth and socio-economically disadvantaged students, as needed. Strategies used by this mental health specialist include, but are not limited to, trauma-informed practices, mentorship, restorative justice practices, and/or individual/group counseling. It has been our experience that mental health support using these strategies are the most effective research-based practices to meet our goals identified for unduplicated student groups.

Academic Interventions

Background

We have found that English Leaners, foster youth and socio-economically disadvantaged students benefit from targeted academic instruction to help them make progress towards grade-level standards. The district's academic intervention programs help build a stronger foundation of reading, writing and math skills for these students, which allows them to be better equipped to fully participate in and access the core curriculum in their regular classrooms. By providing these students additional instructional time in which high-quality intervention curriculum (i.e. Leveled Literacy Intervention and Do the Math) and best instructional practices are employed, we are able to accelerate their progress towards grade level standards, which is one of the primary learning outcomes we have identified for them.

Increased Services

As referenced in Goal 1 Action 5, Reading and Math Program (RAMP) is the vehicle for providing targeted academic intervention for these students at the elementary level. The district hires 1.315 FTE Reading and Math Program (RAMP) intervention staff to implement the academic intervention district-wide. An Additional .1 FTE RAMP intervention staff is provided to schools with higher concentrations of unduplicated students. Specifically, the district uses a calculation that increases the level of academic intervention services to specific schools based on the number of socio-economically disadvantaged students enrolled there. We have found that socio-economically disadvantaged students tend to have higher need for academic supports, and therefore we provide this differentiated level of support based on that anticipated need. This increased level of services for unduplicated students allows for this intervention to be principally directed to the targeted population as needed.

Distinction Between Districtwide and Targeted Academic Support

Across the district, there is a need for students working below grade level to be provided academic supports in order to meet grade level standards. Consequently, we offer academic intervention programs on a LEA-wide basis, so that students working below grade level are able to benefit from additional academic support. In addition, we have determined that the students who are at the greatest risk of not meeting grade level standards and need the academic interventions the most are unduplicated students, according to our data. As a result, we allocate funds for academic intervention programs at school sites based on the concentration of unduplicated students (i.e. socio-economically disadvantaged students). The sites with higher enrollment of socio-economically disadvantaged students receive more funding for RAMP intervention. This increased funding provides increased services to unduplicated students, who need the funding to a greater degree. Moreover, the higher level of academic support helps these unduplicated students experience higher levels of academic achievement.

It has been our experience that these intervention classes are the most effective ways to best meet the academic needs of the students in these protected student groups. We have considered providing before/after school homework programs as an alternative means of offering academic support to these students, but we determined that this was not the most effective method of targeting the academic needs of these student groups.

English Language Development Program

Background

We recognize that our English Learners have specific language needs that must be addressed in order for them to fully access the learning in their classrooms. The language acquisition needs of English Learners are distinct from all other student groups. As such, particular programs are

provided to them to ensure they are making steady progress in their English proficiency. Specifically, Designated English Language Development instruction through a small group, pull-out model is provided to English learners to assist them in their language development. In doing so, these students are better able to access the content in their regular classroom, which results in stronger learning outcomes overall. Through these targeted efforts aimed at increasing language proficiency, we are able to address the specific learning needs of our English Learners and help them make progress towards grade-level academic standards.

Increased Services

As referenced in Goal 1 Action 9, Designated ELD programs are solely offered to support the district's English Learners at the elementary and middle school level. The certificated and classified ELD team uses a variety of ELA/ELD-aligned curricula, such as Reach/Inside program, Academic Vocabulary Toolkit, and Reading A-to-Z, along with best practices for ELD instruction, including Guided Language Acquisition Design (GLAD) strategies. To provide this service, the district has hired additional ELD staff to support EL progress and fluency. A total of 1.1 FTE ELD certificated staff and .8 FTE ELD classified support staff have been hired to target supports for the EL population. Through our experience, we have determined that Designated ELD instruction is the most effective means for to meet our language proficiency and academic goals identified for English Learners.

Summary

In summary, our district meets/exceeds the requirement to increase or improve services for unduplicated students by 1.65% by providing focused mental health counseling services for English Learners, foster youth and socio-economically disadvantaged students, increased academic supports for these three groups, and through Designated ELD services for English Learners.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$344,478	1.47%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Mill Valley School District's 2019-20 LCFF Supplemental Grant funds are projected to be $344,478, and the minimum percentage to increase or improve services as compared to services provided to all students is 1.47%. These funds are identified to support our district's unduplicated pupils, which include English Learners - 104 students (3.4%), foster youth - 2 students (<.1%), and socially-economically disadvantaged students - 182 (5.9%) students. (Data referenced from CA Dashboard, Fall 2018).

Learning Outcomes for Unduplicated Students
The educational needs, circumstances and conditions of English learners, foster youth and socio-economically disadvantaged students are unique and may impact their learning outcomes. It has been our experience these student groups tend to need more in order to achieve the outcomes we have set for all students, and they have better outcomes when their specific needs are met through targeted programs. The goals we have set for these students include high levels of academic achievement (meeting grade level standards), high levels of engagement at school (meeting attendance targets), and positive social-emotional well-being and contributions to the classroom and school community (meeting disciplinary and behavioral goals).

Areas of Service
Keeping these outcomes in mind, our district has considered the specific factors for each of these student groups when determining the programs and services to be put into place to serve them. Through thoughtful discussions at the district level, analysis of relevant data (e.g. attendance patterns, discipline records, and student achievement data), and reflection on our practices to most effectively meet the learning outcomes for our

unduplicated students, we determined three key areas of intervention for implementation: student-based mental health counseling, school-based academic supports, and Designated English Language Development (ELD) instruction. Services in these three areas are principally directed at meeting the goals of serving these protected student groups, with the overarching objective of enhancing their educational achievement.

Based on our collective experience to meet the goals for each of these student groups, we have determined that providing services in these three areas is the most effective use of our LCFF Supplemental Grant funds to best serve our unduplicated students. Each strategy is research-based and a form of best practices in the educational setting that serves to meet the learning goals we have set for these protected student groups. Through regular progress monitoring of the students receiving these services, staff is able to adjust accordingly to ensure students' increased services lead to improved academic outcomes and social-emotional outputs.

Connecting to LCAP Goal 1 (Balanced Learners)

The district is implementing these three areas of intervention through actions outlined in Goal 1 of the LCAP (Balanced Learners). Goal 1 articulates the district's priority for students to be provided with mental health supports that promote positive social-emotional wellbeing. The goal also articulates the district's objective of students achieving at high levels and making progress towards grade-level standards each year. Further, the goal indicates the academic supports to be provided to students when needed, including differentiated instruction and academic intervention. To support English Learners with their language acquisition, Goal 1 specifies ELD instruction be provided to build their language proficiency. These are referenced in Goal 1 Action 1 (Action 2 in 2019-20 plan) - mental health support, Action 3 (Action 5 in 2019-20 plan) - academic support, and Action 7 (Action 9 in 2019-20 plan) - ELD support.

Social-Emotional Wellness & Mental Health Support

Background

It has been our experience that unduplicated students gain particular benefit from counseling and mental health services to support their social-emotional wellness. Targeted mental health supports help these students better attend to classroom learning, employ self-regulation strategies when needed, and maintain their engagement during instruction. Restorative practices used by counseling staff to assist students in making positive behavioral choices, thereby reducing disciplinary referrals. Also, communication from mental health/counseling staff with parents/guardians helps provide resources and services to families in need. These outcomes all serve to help students make progress towards meeting grade level standards, attendance targets, and disciplinary/behavioral goals, which are the learning outcomes we have identified for them.

Increased Services

As referenced in Goal 1 Action 2, the district hires an additional .4 FTE of mental health staffing at the middle school beyond the base-level of counseling services provided to all students. This mental health specialist offers support services that are primarily provided to high-need students, English Leaners, foster youth and socio-economically disadvantaged students, as needed. Strategies used by this mental health specialist include, but are not limited to, trauma-informed practices, mentorship, restorative justice practices, and/or individual/group counseling. It has been our experience that mental health support using these strategies are the most effective research-based practices to meet our goals identified for unduplicated student groups.

Academic Interventions

Background

We have found that English Leaners, foster youth and socio-economically disadvantaged students benefit from targeted academic instruction to help them make progress towards grade-level standards. The district's academic intervention programs help build a stronger foundation of reading, writing and math skills for these students, which allows them to be better equipped to fully participate in and access the core curriculum in their regular classrooms. By providing these students additional instructional time in which high-quality intervention curriculum (i.e. Leveled Literacy Intervention and Do the Math) and best instructional practices are employed, we are able to accelerate their progress towards grade level standards, which is one of the primary learning outcomes we have identified for them.

Increased Services

As referenced in Goal 1 Action 5, Reading and Math Program (RAMP) is the vehicle for providing targeted academic intervention for these students at the elementary level. At the middle school level, we have identified reading intervention classes, math workshop classes, and supported math classes as the means for providing instructional support to these students. The district hires 1.315 FTE Reading and Math Program (RAMP) intervention staff to implement the academic intervention district-wide. An Additional .1 FTE RAMP intervention staff is provided to schools with higher concentrations of unduplicated students. Specifically, the district uses a calculation that increases the level of academic intervention services to specific schools based on the number of socio-economically disadvantaged students enrolled there. We have found that socio-economically disadvantaged students tend to have higher need for academic supports, and therefore we provide this differentiated level of support based on that anticipated need. This increased level of services for unduplicated students allows for this intervention to be principally directed to the targeted population as needed.

Distinction Between Districtwide and Targeted Academic Support

Across the district, there is a need for students working below grade level to be provided academic supports in order to meet grade level standards. Consequently, we offer academic intervention programs on a LEA-wide basis, so that students working below grade level are able to benefit from additional academic support. In addition, we have determined that the students who are at the greatest risk of not meeting grade level standards and need the academic interventions the most are unduplicated students, according to our data. As a result, we allocate funds for academic intervention programs at school sites based on the concentration of unduplicated students (i.e. socio-economically disadvantaged students). The sites with higher enrollment of socio-economically disadvantaged students receive more funding for RAMP intervention. This increased funding provides increased services to unduplicated students, who need the funding to a greater degree. Moreover, the higher level of academic support helps these unduplicated students experience higher levels of academic achievement.

It has been our experience that these intervention classes are the most effective ways to best meet the academic needs of the students in these protected student groups. We have considered providing before/after school homework programs as an alternative means of offering academic support to these students, but we determined that this was not the most effective method of targeting the academic needs of these student groups.

English Language Development Program

Background

We recognize that our English Learners have specific language needs that must be addressed in order for them to fully access the learning in their classrooms. The language acquisition needs of English Learners are distinct from all other student groups. As such, particular programs are provided to them to ensure they are making steady progress in their English proficiency. Specifically, Designated English Language Development instruction through a small group, pull-out model is provided to English learners to assist them in their language development. In doing so, these students are better able to access the content in their regular classroom, which results in stronger learning outcomes overall. Through these targeted efforts aimed at increasing language proficiency, we are able to address the specific learning needs of our English Learners and help them make progress towards grade-level academic standards.

Increased Services

As referenced in Goal 1 Action 9, Designated ELD programs are solely offered to support the district's English Learners at the elementary and middle school level. The certificated and classified ELD team uses a variety of ELA/ELD-aligned curricula, such as Reach/Inside program, Academic Vocabulary Toolkit, and Reading A-to-Z, along with best practices for ELD instruction, including Guided Language Acquisition Design (GLAD) strategies. To provide this service, the district has hired additional ELD staff to support EL progress and fluency. A total of 1.1 FTE ELD certificated staff and .8 FTE ELD classified support staff have been hired to target supports for the EL population. Through our experience, we have determined that Designated ELD instruction is the most effective means for to meet our language proficiency and academic goals identified for English Learners.

Summary

In summary, our district meets/exceeds the requirement to increase or improve services for unduplicated students by 1.65% by providing focused mental health counseling services for English Learners, foster youth and socio-economically disadvantaged students, increased academic supports for these three groups, and through Designated ELD services for English Learners.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$282,371	1.26%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Our district's 2017-2018 supplemental LCFF funds are projected to be $282,371.

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 student groups.

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 intervention classes at the middle school. As social-emotional and mental health support, counseling services are offered to students as needed.

We started offering RAMP and academic intervention classes 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.

- Counseling - $59,380 (Refer to Goal 2, Action 1 for more details)
- Elementary Reading And Math Program (RAMP) and Middle School academic intervention classes - $206,068 (Refer to Goal 2, Action 2 for more details)
- ELD Program - $16,923 (Refer to Goal 2, Action 4 for more details)

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

<u>English Language Arts</u>:

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

<u>Math</u>:

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.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

 Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> 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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

    (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 *EC* 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?