

LCAP Goals, Actions, Measurable Outcomes & Budget – 2019-2020

Goal 1 Action 1 - Social-Emotional Wellness

Updated 6/17/2019

**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.

**Action 1 – Social-Emotional Wellness**

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

**Action 1.1)** 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, as evidenced by teacher/counselor report and classroom visitations.

**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 in age-appropriate ways, as evidenced by teacher report, classroom visitations, and student/teacher survey data.

**Action 1.3)** 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)** The middle school will continue to use restorative practices to foster supportive learning environments and address student disciplinary issues, as measured by suspension rates across student groups.

**Measurable Outcomes – Action 1 (Social-Emotional Wellness)**

**Action 1.1)** 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.

**Action 1.2)** 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.

**Action 1.3)** Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained, along with student access to 1:1 and group counseling.

**Action 1.4)** 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 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).

**Action 1.1-1.4)** 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.

**Action 1.1-1.4)** 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.

**Action 1.1-1.4)** We will maintain statistically insignificant suspension, expulsion, and dropout rates for students overall, unduplicated students, and 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.

**2019-2020 Budget – Action 1 (Social-Emotional Wellness)**

**1) Amount:** \$806,069

**Source:** LCFF, Federal, and Other Local

**Budget Reference:**

**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

**2) 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

LCFF - \$302,325

Other State - \$699,533

Federal - \$0

Other Local - \$1,243,297

**LCAP Goals, Actions, Measurable Outcomes & Budget – 2019-2020**  
**Goal 1 Action 2 - Targeted Mental Health Support**

**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.

**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).

**Measurable Outcomes – Action 2 (Targeted Mental Health Support)**

**Action 2)** 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 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).

**Action 2)** 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.

**Action 2)** We will maintain statistically insignificant suspension, expulsion, and dropout rates for students overall, unduplicated students, and 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.

**2019-2020 Budget – Action 2 (Targeted Mental Health Support)**

**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

**LCAP Goals, Actions, Measurable Outcomes & Budget – 2019-2020**  
**Goal 1 Action 3 - Academic Achievement**

**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.

**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.

**Action 3.1)** 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 3.2)** 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%).

Students working above grade level will be provided with differentiated learning to maximize their growth each year. Teachers will use targeted instructional strategies and practices to address the academic needs of high achievers and accelerated learners. (New content)

**Action 3.3)** 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.

**Measurable Outcomes – Action 3 (Academic Achievement)**

**Action 3.1)** 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 and subject-specific authentic assessment measures.

**Action 3.2)** All 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.

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. (New content)

**Action 3.2)** 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 assessments for designated content areas and levels.

**Action 3.3)** Teachers will use common, local benchmark assessments and protocols for language arts and math, as measured by assessment data collection records.

**2019-2020 Budget – Action 3 (Academic Achievement)**

**1) Amount:** Staff costs reflected in Goal 1 Action 1

**Source:** LCFF, Other State, Federal and Other Local

**Budget Reference:**

**Certificated staff total compensation** (salaries, health and welfare, and benefits) - Actions 3.1, 3.2 & 3.3

**2) 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

**3) Amount:** \$100,000

**Source:** Other State

**Budget Reference:**

**Textbooks and materials** - Action 3.2

**LCAP Goals, Actions, Measurable Outcomes & Budget – 2019-2020**  
**Goal 1 Action 4 - Differentiation**

**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.

**Action 4 – Differentiation**

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 to reach all learners.

**Action 4.1)** Students working below grade level will be provided with differentiated learning in the general classroom. Teachers 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 5% annual increase on CAASPP language arts and math scores in these student groups: African American students, English Learners, Foster Youth, Hispanic/Latino students, and socio-economically disadvantaged students.

**Action 4.2)** 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.

**Measurable Outcomes – Action 4 (Differentiation)**

**Action 4.1)** Teacher implementation of targeted instructional strategies will differentiate for individual student educational needs across all content areas, as measured by student assessment results, teacher report, and classroom visits.

**Action 4.2)** We will analyze and disaggregate CAASPP data by student group to examine the achievement of unduplicated student groups (i.e. English Learners, socio-economically 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/Latino students, and socio-economically disadvantaged students.

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.

**Action 5)** 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 these interventions will make accelerated progress towards performing at grade level on these assessments.

**2019-2020 Budget – Action 4 (Differentiation)**

**1) Amount:** Staff costs reflected in Goal 1 Action 1

**Source:** LCFF, Other State, Federal, and Other Local

**Budget Reference:**

**Certificated staff total compensation** - Actions 4.1 & 4.2

**2) 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

**LCAP Goals, Actions, Measurable Outcomes & Budget – 2019-2020**  
**Goal 1 Action 5 – Targeted Academic Intervention**

**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.

**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.

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.

**Measurable Outcomes – Action 5 (Targeted Academic Intervention)**

**Action 5)** 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 these interventions will make accelerated progress towards performing at grade level on these assessments.

**2019-2020 Budget – Action 5 (Targeted Academic Intervention)**

**1) Amount:** \$638,324

**Source:** LCFF, Other State, and Federal

**Budget Reference:**

**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

**LCAP Goals, Actions, Measurable Outcomes & Budget – 2018-2019**  
**Goal 1 Action 6 – Instructional Technology**

**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.

**Action 6 – Instructional Technology**

**Technology is used to enhance instruction through thoughtful and appropriate integration in the curriculum.**

**Action 6.1)** 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 21<sup>st</sup> century skills (i.e. creativity, collaboration, communication and critical thinking).

**Measurable Outcomes – Action 6 (Instructional Technology)**

**Action 6.1)** 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 21<sup>st</sup> century skills, as evidenced by student work and survey data related to effective online research, communication with teachers/peers, collaboration 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.

**2019-2020 Budget – Action 6 (Instructional Technology)**

**Amount:** Staff costs reflected in Goal 1 Action 1

**Source:** LCFF, Other State, Federal, and Other Local

**Budget Reference:**

**Certificated staff total compensation**

\*Instructional Technology Coach total compensation included in certificated teachers staffing

**LCAP Goals, Actions, Measurable Outcomes & Budget – 2018-2019**  
**Goal 1 Action 7 - Global Studies**

**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.

**Action 7 – Global Studies**

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

**Action 7.1)** Teachers will provide opportunities for students 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)** 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)** Teachers 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.

**Measurable Outcomes – Action 7 (Global Studies)**

**Action 7.1)**

- We have articulated a global competence framework that is focused on four domains of global competence. We 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.
- 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.

**Action 7.2)** 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.

**Action 7.3)** All students will be provided opportunities to participate in deep content, inquiry- based learning experiences, as evidenced by student work and classroom visits.

**2019-2020 Budget – Action 7 (Global Studies)**

**Amount:** Staff costs reflected in Goal 1 Action 1

**Source:** LCFF, Other State, Federal, and Other Local

**Budget Reference:**

**Certificated staff total compensation** - Actions 7.1-7.3

\*Global Studies Teacher on Special Assignment total compensation included in certificated teachers staffing

**LCAP Goals, Actions, Measurable Outcomes & Budget – 2019-2020**  
**Goal 1 Action 8 - Parent and Family Engagement**

**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.

**Action 8 – Parent and Family Engagement**

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

**Action 8.1)** 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)** 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. We will continue our Parent Equity Committee next year to help engage a broader spectrum of parents and to support our equity work.

**Measurable Outcomes – Action 8 (Parent and Family Engagement)**

**Action 8.1)** 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.

**Action 8.1)** 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.

**Action 8.2)** 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.

**Action 8.2)** We will continue our Parent Equity Committee next year to help engage a broader spectrum of parents and to support our equity work.

**2019-2020 Budget – Action 8 (Parent and Family Engagement)**

**Amount:** \$39,233,911

**Source:** LCFF, Other State, Federal, and Other Local

**Budget Reference:**

**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

**LCAP Goals, Actions, Measurable Outcomes & Budget – 2019-2020**  
**Goal 1 Action 9 - English Language Development**

**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.

**Action 9 – English Language Development**

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 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)** 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)** 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.

**Measurable Outcomes – Action 9 (English Language Development)**

**Action 9.1)** 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.

**Action 9.2)** 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. (New content)

**Action 9.3)** 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.

**2019-2020 Budget – Action 9 (English Language Development)**

**1) Amount:** \$201,226

**Source:** LCFF and Federal

**Budget Reference:**

**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

**2) Amount:** Staff costs reflected in Goal 1 Action 1

**Source:** LCFF, Other State, Federal, and Other Local

**Budget Reference:**

**Certificated staff total compensation**

**LCAP Goals, Actions, Measurable Outcomes & Budget – 2019-2020**  
**Goal 2 Action 1 - Extensive Support for Staff**

**Goal 2: Supported Staff**

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

**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.

**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 consult with staff input when planning professional development.

**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.

**Measurable Outcomes – Action 1 (Extensive Support for Staff)**

**Action 1.1)** We will continue to analyze total compensation of all staff, including salary, health and welfare benefits, and 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.

**Action 1.2-1.3)** We will consult with staff to plan high quality district-wide and site-based professional development. We will promote staff wellness by providing the opportunity for mindfulness training and support in classrooms district-wide. Staff feedback on district-provided professional development will be collected on an annual basis through surveys or in-person meetings. Evidence of learning transferring to classroom practice will be observed through classroom visits, Learning Walks, and student work/engagement.

**Action 1.3)** 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.

**Action 1.4)** 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.

**Action 1.5)** We will prioritize classroom visits by administrators followed by constructive and supportive feedback to visited teachers.

**2019-2020 Budget – Goal 2 Action 1 (Extensive Support for Staff)**

**1) Amount:** Staff costs reflected in Goal 1 Action 8

**Source:** LCFF, Other State, Federal, and Other Local

**Budget Reference:**

**Certificated and classified staff total compensation** (salaries, health and welfare, and benefits) - Actions 1.1-1.6

**2) Amount:** \$200,000

**Source:** LCFF

**Budget Reference:**

**Conferences and travel, substitutes, and consultants** - Action 1.3