Introduction:

LEA: Mountain View Whisman

Contact: Cathy Baur, Assistant Superintendent of Educational Services, cbaur@mvwsd.org, (650)526-3545

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

As part of his 100-day entry plan for the Mountain View Whisman School District, new superintendent, Dr. Ayinde Rudolph requested that Cambridge Education deliver a district-wide, comprehensive Quality Review (QR) program to assess the District's strengths and challenges. The QR program includes the following:

- a School Quality Review (SQR) orientation for principals
- SQR training for up to 20 district personnel
- a two-day SQR for each school in the district (8 elementary and 2 middle schools)
- a meta-analysis report of the school findings
- focused improvement planning for all 10 schools
- a District Quality Review (DQR)

The DQR was completed over a period of five days by a team of four Cambridge Education Reviewers. The final report was completed by the Lead Reviewer, with input from the Team Reviewers, based on the evidence collected and assessments made by the entire team. Evidence was collected via interviews and focus groups with key stakeholders, including the Superintendent, District office staff, Board of Trustee members, Community Partners, parents, administrators and teachers, as well as and students from the Mountain View Los Altos High School District who had attended school in Mountain View Whisman School District.

Each school and the District as a whole were given a complete report with strengths, challenges, and suggestions for next steps. All reports were shared publicly at meetings and posted to District and school site websites. One of the recommendations from the DQR was that Mountain View Whisman School District lacked a strategic plan to guide decisions and improvement over time. Based on this information, the District decided to develop a strategic plan in tandem with the update and revision of the District LCAP. To solicit input and feedback from all stakeholders, a presentation was created in English and Spanish that included major findings from the DQR, progress toward LCAP goals and major expenditures to date in the LCAP. The presentation also included a timeline for the development of the two plans. The presentation was delivered by the Superintendent and cabinet members at the meetings listed below with Spanish interpreters available as needed. Stakeholders were provided the opportunity to give input to the district through a SPOT (Strengths, Weaknesses, Opportunities, Threats) activity and/or by completing a survey. All input was collected and inputted into a Google document for review by the District strategic

Conducting District and School Quality Reviews wish an outside vendor allowed for a safe environment for stakeholders to provide input and feedback. The results from Reviews were shared publicly and transparently and used as a starting point for continued improvement in the District an in the revision of the LCAP.

The input process was similar to the previous year, however the Superintendent took a large role in presenting to stakeholders which is a change from previous years. His openness to feedback increased stakeholder participation.

Developing a strategic plan and LCAP in tandem ensures that the District is on a consistent, continuous improvement path. The input gathered helped the facilitators define 5 large goal areas for the District:

The LCAP goals were slightly revised to align with these areas.

The District Strategic Plan/LCAP survey was much more successful that in years past. This year, the District received 929 parent responses, 1893 student responses, and 206 staff responses. The major findings from the survey are as follows.

CONDITIONS OF LEARNING

A large majority of parents, students, and staff view the learning environment at Mountain View Whisman School District favorably. At least three-quarters of parents find their child's school to be a clean, well-maintained learning environment with appropriate instructional materials, expectations, and grading practices. A larger majority of students (85 percent or more) report that their school provides a good quality education with sufficient academic support and materials, and has clear expectations for students, fair grading policies, and positive relationships between students and staff. More than 80 percent of staff indicate that teachers care about students, students have access to necessary materials, and students feel comfortable asking questions.

STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

Both ELL students and parents of ELL students report high levels of satisfaction with the support and resources provided to English Language Learners. Additionally, parents of ELL students view the services provided to their child more favorably compared to parents of

plan/LCAP team and posting to the District website.

District Strategic Plan/LCAP Update and Input Meetings:

January 5: SPOT with District Cabinet Team

January 7: SPOT with District Leadership Team

January 11: SPOT with District PTA Presidents (am), SPOT with District English Learner Advisory Committee (pm)

January 13: SPOT with District Advisory Committee

January 21: DQR input community meeting, SP/LCAP presentation to District Leadership Team and Board of Trustees

February 1: SP/LCAP District English Learner Advisory Committee

February 8: SP/LCAP District PTA Presidents

February 9: SP/LCAP with classified and certificated District office staff (am) and SPOT and SP/LCAP with Mountain View Education Foundation (pm)

February 10: SP/LCAP with Graham Middle School Staff (am) and District Advisory Committee (pm)

March 2: SP/LCAP with Crittenden Middle School staff (am) and all Elementary School Staff (pm).

March 4: SP/LCAP for classified staff

In addition to the District led meetings all site principals delivered the SP/LCAP presentation and SPOT or survey at a variety of meetings at their school sites.

Site Strategic Plan/LCAP Update and Input Meetings:

Bubb Elementary School

February 8: School Site Council

February 9: Principal's Coffee (English)

February 12: Principal's Coffee (Spanish)

special education students. Among ELL students, at least 85 percent believe their school provides appropriate learning materials and positive support to ELL students, and that teachers help them learn English and offer opportunities to practice English in class. Parents of ELL students believe their child receives the resources and support they need at much higher rates compared to special education students (75 percent compared to 42 percent). Furthermore, parents of ELL students find school staff to be more helpful overall compared to parents of special education students.

Substantial portions of staff view the support and resources provided to particular student groups - ELL, special education, underperforming, and high-achieving - as insufficient. Almost half (48 percent) of staff indicate that special education students do not receive the support they need and 35 percent report ELL students do not receive the support they need. Additionally, less than half of staff believe that high-achieving students or underperforming students receive the necessary resources and support.

21ST CENTURY SKILLS, COLLEGE AND CAREER READINESS

Parents, students, and staff all report frequent use of technology in schools, and regular student engagement in a variety of 21st Century learning and enrichment activities. Most parents (88 percent) indicate their child has appropriate access to technology at their school and almost all students (91 percent) report using technology at school at least a few times per week. Nearly all staff (95 percent) report that students have access to technology at school and 85 percent regularly use technology in their classroom instruction. Eighty percent or more of students participate in extended learning projects and collaborative learning; in addition, 96 percent of students, 73 percent of parents, and 70 percent of staff report that students have access to a range of enrichment activities including music, art, and other languages.

SCHOOL ENVIRONMENT

Overall, parents and students view Mountain View Whisman School District school environments more favorably than staff. At least 80 percent of all parents and students are pleased with school safety, relationships with teachers and staff, and the fair and consistent enforcement of rules. While at least three-quarters of staff report that they encourage students regularly and that schools are safe and clean, staff members have lower levels of satisfaction in the areas of

Castro Elementary School

February 9: English Learner Advisory Council

February 24: School Site Council

Crittenden Middle School

January 26: School Site Council

February 2: English Learner Advisory Council

February 10: Parent Teacher Association

Graham Middle School

February 25: English Learner Advisory Council, Parent Teacher Association, School Site Council

Huff Elementary School

January 26: English Learner Advisory Council, Parent Teacher Association and School Site Council

February 3: Principal's Tea

February 11: Principal's Tea

Landels Elementary School

February 2: English Learner Advisory Council

February 4: School Site Council

February 11: Parent Teacher Association

Mistral Elementary School

February 11: School Site Council

February 24: Parent Teacher Association

February 25: English Learner Advisory Council

Monta Loma Elementary School

school maintenance, the enforcement of rules, and social-emotional supports provided to students. Most notably, 40 percent of staff believe that facilities are not up-to-date.

SCHOOL ENGAGEMENT

Parents are highly engaged with Mountain View Whisman School District schools, and both parents and staff believe that providing parents with more information on how to support students at home is the best way to increase parental involvement. At least 78 percent of parents say their child's school encourages community and parental involvement and 86 percent of parents feel comfortable participating in school activities. Three- quarters of parents have participated in Back to School Night while just under half have participated in the PTA. Nearly all (90 percent or more) are at least moderately satisfied with all parent events and school organizations.

Staff members believe that Mountain View Whisman School District schools are successful in engaging parents and the community but a considerable portion feel disconnected from the decision-making process. The majority of staff (at least 72 percent) agree that their school encourages involvement from the community, that parents support student learning, and that Community Engagement Facilitators are effective. However, fewer staff feel that they have a say in decision-making at their school (53 percent) and even fewer feel that they have a say in the decision-making process at the district level (22 percent).

Based on the survey results under :

- Conditions of learning - The district will continue to provide curriculum and ongoing professional development to support the needs of all learners. Sites will continue to provide climate goals in their plans to continue to build and support positive environments for students.
- Student achievement and educational effectiveness - The district will be expanding the response to intervention plan with a pilot intervention program at 4 elementary sites and an additional pilot at a fifth elementary site to support the needs of the various student groups..
- 21st Century skills - The district will continue to support the use of technology in the classrooms and will expand the number of devices available to students at the sites. The technology

January 22: Parent Teacher Association and Principal's Coffee

February 9: School Site Council

February 24: English Learner Advisory Council

Stevenson Elementary School

February 2: Foundation

February 3: English Learner Advisory Council and School Site Council

Theuerkauf Elementary School

January 26: English Learner Advisory Council

February 24: School Site Council and Parent Teacher Association

Input Review

February 2016 - Input collected from meetings was organized and reviewed with the District SP/LCAP Team and the leads from the Global Education Innovation Group, the consultant group contracted to facilitate the development of the Strategic Plan and LCAP. The input was used as a starting point for the first two days of Strategic Plan/LCAP community meetings to develop the goals for the District. Community members, parents, teachers, staff, and students were invited to attend input sessions on March 2nd and 3rd. There were two sessions each day and an evening session.

District Survey

Last year the District created LCAP surveys for parents/community and students. The District received 90 responses in English and 43 in Spanish from parents/community members and 1725 student responses. This year, the District contracted with Hanover Research to develop the SP/LCAP survey. Three surveys were created: a parent survey, a teacher/staff survey, and a student survey. The parent survey was translated into Spanish and paper copies were available at all school sites for parents without access to the internet. The surveys were open for two weeks between February 22 and March 4. The links were posted on the District website and advertised through District and site newsletters, and the District auto dialer/auto-mail system.

department will continue to support teacher training on the effective use of technology in the classroom. The district will continue to support students with access to a broad range of academic and enrichment activities.

- School engagement - Sites and the district will continue to provide various opportunities for parents to participate in leadership opportunities, site events, parent training, and school and district committees.

Draft LCAP May 16: Draft of LCAP was posted to District Website for public review and feedback May 16: Draft of LCAP presented to District Advisory Committee May 17: Draft of LCAP presented to District English Learner Advisory Committee May 19: Update to District Board of Trustees Week of May 30: Written responses posted **June 2: LCAP and Annual Update public hearing** **June 16: LCAP and Annual Update Approval**	
Annual Update: As part of his 100-day entry plan for Mountain View Whisman School District, new superintendent, Dr. Ayinde Rudolph requested that Cambridge Education deliver a district-wide, comprehensive Quality Review (QR) program to assess the District's strengths and challenges. The QR program includes the following: • a School Quality Review (SQR) orientation for principals • SQR training for up to 20 district personnel • a two-day SQR for each school in the district (8 elementary and 2 middle schools) • a meta-analysis report of the school findings • focused improvement planning for all 10 schools • a District Quality Review (DQR) The DQR was completed over a period of five days by a team of four Cambridge Education Reviewers. The final report was completed by the Lead Reviewer, with input from the Team Reviewers, based on the evidence collected and assessments made by the entire team. Evidence was collected via interviews and focus groups with key stakeholders, including the Superintendent, District office staff, Board of Trustee members, Community Partners, parents, administrators and teachers,	**Annual Update:** Conducting District and School Quality Reviews with an outside vendor allowed for a safe environment for stakeholders to provide input and feedback. The results from Reviews were shared publicly and transparently and used as a starting point for continued improvement in the District an in the revision of the LCAP. The input process was similar to the previous year, however the Superintendent took a large role in presenting to stakeholders which is a change from previous years. His openness to feedback increased stakeholder participation. Developing a strategic plan and LCAP in tandem ensures that the District is on a consistent, continuous improvement path. The input gathered helped the facilitators define 5 large goal areas for the District: The LCAP goals were slightly revised to align with these areas. Conducting District and School Quality Reviews with an outside vendor allowed for a safe environment for stakeholders to provide input and feedback. The results from Reviews were shared publicly

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Foundation (pm)

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Huff Elementary School

English and offer opportunities to practice English in class. Parents of ELL students believe their child receives the resources and support they need at much higher rates compared to special education students (75 percent compared to 42 percent). Furthermore, parents of ELL students find school staff to be more helpful overall compared to parents of special education students.

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February 2: English Learner Advisory Council

February 4: School Site Council

February 11: Parent Teacher Association

Mistral Elementary School

February 11: School Site Council

February 24: Parent Teacher Association

February 25: English Learner Advisory Council

Mona Loma Elementary School

January 22: Parent Teacher Association and Principal's Coffee

February 9: School Site Council

February 24: English Learner Advisory Council

Stevenson Elementary School

February 2: Foundation

February 3: English Learner Advisory Council and School Site Council

Hauberk Elementary School

January 26: English Learner Advisory Council

February 24: School Site Council and Parent Teacher Association

Input Review

SCHOOL ENGAGEMENT

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District Survey

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Draft LCAP

May 16: Draft of LCAP was posted to District Website for public review and feedback

May 16: Draft of LCAP presented to District Advisory Committee

May 18: Draft of LCAP presented to District English Learner Advisory Committee

May 19: Update to District Board of Trustees

Week of May 30: Written responses posted

June 2: LCAP and Annual Update public hearing

June 16: LCAP and Annual Update Approval

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable

unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL:	Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner**.**	Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: Strategic Plan Goal(s): 2,4, and 5

Identified Need:	1. Maintain the percentage of teachers who are highly qualified and continue Beginning Teacher Support and Assessment (BTSA) induction program and program to support new Special Education teachers to clear their credentials 2. Purchase and distribute new English Language Arts/English Language Development materials 3. Provide professional development to all members of the organization 4. Explore materials available to support Next Generation Science Standards (NGSS) and pilot if applicable 5. Create and implement an online work order system	
Goal Applies to:	**Schools:**	LEA Wide Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. Maintain 100% highly qualified teachers 2. Continue partnership with the Santa Cruz/Silicon Valley New Teacher Center to provide an induction program to Year 1 and 2 teachers and additional program to support new Special Education teachers to clear their credentials 3. Purchase and distribute new ELA/ELD materials 4. Pilot, review and recommend materials for mild/moderate and moderate severe classrooms 5. Provide professional development opportunities for all Mountain View Whisman School District staff members 6. Explore materials available to support Next Generation Science Standards (NGSS) 7. Initial plans for District Onboarding Process 8. New evaluation system chosen 9. Create and implement an online work order system 10. Maintain a reserve level of 17% or greater 11. Exit interview process 12. Staff retention report 13. Access to and use of Lynda.com

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to provide an induction program through a partnership with the Santa Cruz/Silicon Valley New Teacher Project for year 1 and year 2 teachers to obtain their professional clear credential and support them in becoming highly qualified.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 210; Amount $30,000 RS 6264; Program Code 210; Amount $200,000
Continue to support new special education teachers who do not qualify for services through the District partnership with the Santa Cruz/Silicon Valley New Teacher Project in becoming highly qualified and completing Level II Education Specialist program	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 6500; Program Code 368; Amount $20,000
Purchase and distribute to ELA/ELD materials to teachers and students.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 205; Amount $700,000 RS 4203; Program Code 300; Amount $50,000

Provide professional development for all administrators in areas of English Language Arts/English Language Development, Professional Learning Committees and other topics as necessary.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $20,000
Provide professional development to increase knowledge, experience, and skill in delivering instruction aligned to the new California standards for all students with a focus on English Language Learners, Students with Disabilities, and Socio-economically Disadvantaged students. ELA/ELD – 3 optional days of training in August for K-5 and 6-8 ELA/ELD Social Studies teachers ELA/ELD – 2 days of required training in August for K-5 and 6-8 ELA/ELD Social Studies teachers Math - 3 days of optional training in math in June for K-5 teachers Content specific training for 6-8 teachers in August English Language Arts (ELA)/English Language Development (ELD) – district wide training in January	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $343,775 RS 4035; Program Code 204; Amount $140,000
Provide professional development for all classified staff based on needs assessment conducted in June/July.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $30,000

Provide all coaches training from the Santa Cruz/Silicon Valley New Teacher Project - Coaching for Success	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 4035; Program Code 204; Amount $20,000
Continue to provide monthly professional development opportunities for substitute teachers.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $10,000
California approved materials for the Next Generation Science Standards are not expected until 2018-19. The District will explore the availability of materials for possible early adoption.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 220; Amount $30,000
Provide optional district and site professional development opportunities throughout the school year based on feedback from scheduled trainings with a focus on supporting English Language Learners, Students with Disabilities, Socio-economically Disadvantaged students and students needing academic challenge or extension.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $3500

Pilot, review and recommend materials for mild/moderate and moderate severe classrooms	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 6500; Program Code 350; Amount $50,000
Begin initial planning for an Onboarding process for all MVWSD employees.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures required - part of regular staff responsibilities
In collaboration with District Employee Associations, research best evaluation systems being used in the state and nation to pilot in 2017-18.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 400; Amount $100,000
Develop a provide professional development plan for Special Education Teachers and staff on best practices for instruction of students with disabilities.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 6500; Program Code 368; Amount $50,000

Continue to partner with the Krause Center for Innovation to provide a one-week course in on technology instruction for teachers to build capacity and support the implementation of the District Technology Matrix	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $25,000
Complete an evaluation of the recruitment and hiring processes in order to refine and revise.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures required - part of regular staff responsibilities
Continue to provide access to Lynda.com for all district staff and students as a way to support professional learning and use of technology tools for educational purposes.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $10,000
Develop and implement a work order system District wide.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsbilities

Maintain the District Facilities	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 8150; Program Code 550; Amount $1,900,000

LCAP Year 2

Expected Annual Measurable Outcomes:	1. Maintain 100% highly qualified teachers 2. Continue partnership with the Santa Cruz/Silicon Valley New Teacher Center to provide an induction program to Year 1 and 2 teachers and additional program to support new Special Education teachers to clear their credentials 3. Purchase and distribute new Science materials 4. Purchase and distribute new materials materials for mild/moderate and moderate severe classrooms 5. List of professional development opportunities for all Mountain View Whisman School District staff members 6. Explore new materials available to support Social Studies standards 7. Develop a written curriculum in all content areas for inquiry and project based learning opportunities 8. Implementation District Onboarding Process 9. Implementation new evaluation system 10. Reserve level of 17% or greater 11. Implement hiring and interview process 12. Staff retention report 13. Access to and use of Lynda.com

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide an induction program through a partnership with the Santa Cruz/Silicon Valley New Teacher Project for year 1 and year 2 teachers to obtain their professional clear credential and support them in becoming highly qualified.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 210; Amount $30,000 RS 6264; Program Code 210; Amount $200,000

Continue to support new special education teachers who do not qualify for services through the District partnership with the Santa Cruz/Silicon Valley New Teacher Project in becoming highly qualified and completing Level II Education Specialist program	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 6500; Program Code 368; Amount $20,000
Purchase and distribute new science materials.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 205; Amount $500,000
Purchase and distribute new materials for special education classes	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 6500; Program Code 350; Amount $50,000

Continue to provide staff development for all staff members including but not limited to: Teachers, Administrators, Classified Staff, Coaches, Special Education Teachers, and Substitute Teachers	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $240,000 RS 4035; Program Code 204; Amount $140,000 RS 6264; Program Code 204; Amount $200,000
Research and review available materials for Social Studies K-8	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $500,000
Develop a written curriculum in all content areas for inquiry and project based learning opportunities	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

Implement and refine District Onboarding process	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures required - part of regular staff responsibilities
Implement and refine new evaluation system	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 400; Amount $10,000
Implement refined hiring and interview process for all staff	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsbiliites
Continue to provide access to Lynda.com for all staff. Evaluate usage data to determine continued purchase.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $10,000
LCAP Year 3			

Expected Annual Measurable Outcomes:	1. Maintain 100% highly qualified teachers 2. Continue partnership with the Santa Cruz/Silicon Valley New Teacher Center to provide an induction program to Year 1 and 2 teachers and additional program to support new Special Education teachers to clear their credentials 3. Purchase and distribute new Social Studies materials 4. Provide professional development opportunities for all Mountain View Whisman School District staff members 5. Implement new inquiry/project based learning curriculum 6. Reserve level of 17% or greater 7. Staff retention report

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide an induction program through a partnership with the Santa Cruz/Silicon Valley New Teacher Project for year 1 and year 2 teachers to obtain their professional clear credential and support them in becoming highly qualified.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 210; Amount $230,000
Continue to support new special education teachers who do not qualify for services through the District partnership with the Santa Cruz/Silicon Valley New Teacher Project in becoming highly qualified and completing Level II Education Specialist program	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 6500; Program Code 368; Amount $20,000
Purchase and distribute Social Studies materials	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 205; Amount $500,000

Continue to provide staff development for all staff members including but not limited to: Teachers, Administrators, Classified Staff, Coaches, Special Education Teachers, and Substitute Teachers	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $440,000 RS 4035; Program Code 204; Amount $140,000
Revise and refine Inquiry/Project Based Learning Curriculum	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

GOAL:	Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap**.**	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 Local: Strategic Goal(s): 1 and 2

Identified Need:	1. Increase proficiency in English Language Arts and Math for all students with a focus on English Learners, Low Income students, Students with Disabilities, and Foster Youth in order to decrease the achievement gap. 2. Increase English proficiency for all English learners 3. Increase the Reclassification rate 4. Decrease the number of long term English Learners 5. Expand the Response to Intervention (RTI2) plan to reach the academic needs of all students 6. Maintain or expand Preschool 7. Increase the access to effective instructional software and online programs to support standards based instruction 8. Maintain additional middle school math teachers to support Middle School Math Program	
Goal Applies to:	**Schools:**	LEA Wide Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. Increase in student achievement on district benchmarks and California Assessment of Student Performance and Progress (CAASPP). Growth targets to be determined after district receives data in Summer 2016. 2. Increase or maintain proficiency levels for Annual Measurable Achievement Objectives (AMAO 1 and 2) to meet or exceed targets 3. Increase of 2% in student reclassification rate 4. Decrease of 2% in number of long term English Learners 5. Expanded Response to Intervention (RTI2) plan 6. Maintain or increase the number of students attending preschool 7. Increase in use of instructional software and online programs to support instruction as measured by usage reports 8. Implement transition plan developed for Next Generation Science Standard rollout in middle schools 9. Maintain additional math teachers 10. Co-Teaching Plan 11. Instructional Frameworks for literacy and mathematics 12. "I'm Ready" guide 13. Kindergarten Readiness Assessment ***Mountain View Whisman is a kindergarten through eighth grade district. As such, the District does not need to measure the following:** • Percentage of students successfully completing A-G courses • Percentage of students successfully completing Career Technical Education (CTE) sequences of programs of study that align • Percentage of students passing Advanced Placement exams (3+) • Percentage of students demonstrating college preparedness - Early Assessment Program (EAP) exam **In addition, the state of California has suspended the Academic Performance Index (API)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Maintain instructional coaching staff to include one coach at each elementary school site and and three coaches to be shared between the two middle schools (Literacy, Math, and Science) to support the implementation of effective instructional strategies for all students including Targeted Students, use of data to drive instruction, and increase student achievement.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Progam Code 209; Amount $880,000
Provide release time with coaching support for teachers to collaborate, plan, implement, assess, and revise standards based lessons (2 days per teacher)	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $100,000
Support designate and integrated English Language Development instruction through professional development on the integration of the English Language Development standards in English Language Arts, Math, and other content areas through staff meetings, professional development days, coaching, release days, and support from the English Language Development Coordinator. Support the use of adopted materials and instructional practices for designated and integrated as determined in the ELA/ELD Framework.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 4203; Program Code 300; Amount $60,000

Review, recommend and begin implementing a research based program to support language acquisition and content learning to decrease the number of Long Term English Learners and increase the reclassification rate. Programs being considered are: Sheltered Instruction Observation Protocol (SIOP), Sobrato Early Academic Language Program (SEAL), and Guided Language Acquisition and Design (GLAD). Continue to support Long Term EL intervention through use of blended learning. Pilot additional Long Term intervention at the middle schools and Title I schools.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 4203; Program Code 300; Amount $20,000
Support teachers with newcomers through coaching. Provide teachers resources (i.e. instructional software, dictionaries, curriculum). Provide teachers and administrators assistance with development of an individualized action plan. Research and review best teaching models,practices and instructional materials for newcomers.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 4201; Program Code 300; Amount $15,000
Continue to work with teachers and administrators to revise and refine the District assessments to support and monitor achievement throughout and across school years.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

Analyze and disaggregate student data from district benchmarks and the California Assessment of Student Performance and Progress (CAASPP) using the District data protocol to ensure proportionate and equitable access and achievement for each student (English Learners, Low income, foster youth, Students with Disabilities, and other significant subgroups. Implement District and school data summits two times per year.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilites
Expand implementation of Professional Learning Communities district wide. Offer school team Professional Learning training in July and support teams throughout the school year. Adjust the structure of leadership team meetings to align with the PLC model.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $20,000
Refine the elementary report cards based on teacher and administrator feedback and continue to provide support and training to teachers and parents	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilites
Hire an Educational Services Coordinator to develop a Response to Intervention and Instruction Plan (RTI2) plan to more effectively address the social, emotional, and academic needs of students before, during, and afterschool. Put an additional focus on how to better support English Language Learners and students who are academically advanced.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 216; Amount $150,000

Provide Targeted Student Support funds to each site for intervention based on unduplicated count of target students.	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Other significant subgroups based on data from District and state assessments - varies by site)	RS 0000; Program Code 214; Amount $1,132,000
Provide funding for school-wide programs at Castro and Theuerkauf schools to support additional intervention programs, materials, and resources. This will utilize a combination of Title 1 and District Resources	Castro Elementary School Theuerkauf Elementary School Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 211; Amount $128,149 RS 3010; Program Code 211; Amount $371,851
Provide summer programs to meet the needs of target students	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Other significant subgroups based on data from District and state assessments)	RS 0000; Program Code 217; Amount $200,000

Pilot RTI model at four lowest performing elementary schools. Pilot includes District funding for an 1.0 FTE intervention teacher, a 6-hour instructional assistant, common preparation periods, and supplemental materials at each school.	Castro Elementary School Landels Elementary School Monta Loma Elementary School Theuerkauf Elementary School Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 216; Amount $550,000
Pilot RTI model using dedicated science teacher at one high performing District Elementary School. Pilot includes District funding for an 1.0 FTE science teacher and supplemental materials.	Bubb Elementary School Grades: K, 1st, 2nd, 3rd	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 220; Amount $80,000
Evaluate the use of EdCaliber to collect, develop, and organize instructional materials and resources aligned to the California state standards and determine if contract should be renewed at end of 2016-17 school year.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $50,000

Continue to provide supplemental staffing and instruction in math to students in grades 6-8	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 214; Amount $240,000
Continue to partner with the Peninsula Bridge Foundation to provide an afterschool program to support low-income, high achieving students in grades 6 and 7	Crittenden Middle School Graham Middle School Grades: 6th, 7th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $20,000
Pilot a blended learning math program in grade six at both middle schools.	Crittenden Middle School Graham Middle School Grades: 6th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $250,000
Review and analyze the structure and components of the District's Dual Immersion Program, research best practices, and recommend changes for the 2017-18 school.	MIstral Elementary School Grades: K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $5,000

Research special programs to better meet needs of students with disabilities. • Book End program for students with high functioning Autism • Functioning life skills program • Co-Teaching model at Middle School level • Inclusion preschool program	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 6500; Program Code 350; Amount $10,000
Increase the use of district approved software and develop a monitoring system to ensure programs are being used with fidelity.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures required - part of regular staff responsibilites
Continue Implementation of Progress Monitoring of English Learners, RFEPs and Targeted Students at least 3 times a year.	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No expenditures required - part of regular staff responsibilities
Research and develop common instructional frameworks in literacy and mathematics.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsbilities.

Create an "I'm Ready" guide to support local preschool providers and parents be prepared for Kindergarten.	LEA Wide Grades: TK, Preschool	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilites.
Develop a Kindergarten Readiness Assessment	LEA Wide Grades: K	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue to have a 1.0 FTE technology coach to support teachers with the use of educational technology.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $80,000

LCAP Year 2

Expected Annual Measurable Outcomes:	1. Increase in student achievement on district benchmarks and California Assessment of Student Performance and Progress (CAASPP). Growth targets to be determined after district receives data in Summer 2017. 2. Increase or maintain proficiency levels for Annual Measurable Achievement Objectives (AMAO 1 and 2) to meet or exceed targets 3. Increase of 2% in student reclassification rate 4. Decrease of 2% in number of long term English Learners

5. Refine and expand Response to Intervention (RTI2) plan

6. Maintain or increase the number of students attending preschool

7. Maintain or increase the use of instructional software and online programs to support instruction as measured by usage reports

8. Develop transition plan for implementation of Next Generation Science Standards in elementary schools

9. Maintain additional math teachers

10. Pilot special programs to better meet needs of students with disabilities

11. Implement frameworks for literacy and mathematics

12. Train preschool staff in the use of the "I'm Ready" guide

13. Pilot the Kindergarten Readiness Assessment

14. Work with community stakeholders to develop a plan to provide access to early childhood/pre-K services for all children.

***Mountain View Whisman is a kindergarten through eighth grade district. As such, the District does not need to measure the following:**

- Percentage of students successfully completing A-G courses
- Percentage of students successfully completing Career Technical Education (CTE) sequences of programs of study that align
- Percentage of students passing Advanced Placement exams (3+)
- Percentage of students demonstrating college preparedness - Early Assessment Program (EAP) exam

In addition, the state of California has suspended the Academic Performance Index (API)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Maintain instructional coaching staff to include one coach at each elementary school site and and three coaches to be shared between the two middle schools (Literacy, Math, and Science) to support the implementation of effective instructional strategies for all students including Targeted Students, use of data to drive instruction, and increase student achievement.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Progam Code 209; Amount $880,000
Provide release time with coaching support for teachers to collaborate, plan, and implement, assess, and revise standards based lessons (2 days per teacher)	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $100,000
Continue to support designated and integrated English Language Development instruction through professional development, coaching, and release days with support from the English Language Development coordinator.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 4203; Program Code 300; Amount $60,000
Implement the recommended research based program to support language acquisition and content learning to decrease the number of Long Term English Learners and increase the reclassification rate. Continue to support Long Term EL intervention through the use of blended learning.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 4203; Program Code 300; Amount $20,000

Continue to support teachers with newcomers through coaching. Provide teachers resources (i.e. instructional software, dictionaries, curriculum). Provide teachers and administrators assistance with development of individualized action plans for each newcomer. Continue to review and revise best teaching models, practices and instructional materials for newcomers.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 4201; Program Code 300; Amount $15,000
Continue to use district assessments to support and monitor achievement throughout and across school years	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue to analyze and disaggregate student data from district benchmarks and the California Assessment of Student Performance and Progress (CAASPP) using the District data protocol to ensure progress and achievement for each student (EL, Low income, foster youth, SWD and other significant subgroups. Continue the use of district and school data summits twice each year.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Assess implementation of Professional Learning Communities district wide. Assess the structure of leadership team meetings to align with the PLC model. Continue to support teams in their implementation of Professional learning Communities throughout the year.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $20,000

Continue to develop and assess the Response to Intervention and Instruction Plan (RTI2) to more effectively address the social, emotional, and academic needs of students before, during, and afterschool with a focus on supporting English Language Learners and students who are academically advanced.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 216; Amount $150,000
Assess the effectiveness of the Pilot RTI model at Castro, Landels, Monta Loma, and Theuerkauf elementary schools. and revise as necessary. Maintain District funding for an 1.0 FTE intervention teacher, a 6-hour instructional assistant, common preparation periods, and supplemental materials at each school.	Castro Lanels Monta Loma Theuerkauf Grades: K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 216; Amount $550,000
Assess the effectiveness of the Science RTI model at Bubb elementary school. and revise as necessary. Maintain District funding for an 1.0 FTE science teacher and supplemental materials.	Bubb Grades: K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 220; Amount $80,000

Continue to provide funding for school-wide programs at Castro and Theuerkauf schools to support additional intervention programs, materials, and resources. This will utilize a combination of Title 1 and District Resources	Castro Theuerkauf Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 211; Amount $128,149 RS 3010; Program Code 211; Amount $371,851
Continue to provide summer programs to meet the needs of target students	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 217; Amount $210,000
Continue to provide supplemental staffing and instruction in math to students in grades 6-8	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 214; Amount $240,000

Continue to partner with the Peninsula Bridge Foundation to provide an afterschool program to support low-income, high achieving students in grades 6 and 7	Crittenden Middle School Graham Middle School Grades: 6th, 7th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $20,000
Assess effectiveness of the blended learning program in math at both middle schools and revise or expand as indicated	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $250,000
Implement best practices and recommended changes in the District's Dual Immersion Program.	Mistral Grades: K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $5,000
Design programs to better meet needs of students with disabilities. • Book End program for students with high functioning Autism • Functioning life skills program • Co-Teaching model at Middle School level • Inclusion preschool program	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 6500; Program Code 350; Amount $10,000

Utilize the district's instructional software monitoring system to ensure programs are being used with fidelity and make recommendations about continued use of software.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures required - part of regular staff responsibilites
Continue Progress Monitoring of English Learners, RFEPs and Targeted Students at least 3 times a year.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue Progress Monitoring of English Learners, RFEPs and Targeted Students at least 3 times a year.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures required - part of regular staff responsibilities
Implement and assess the effectiveness of common instructional frameworks in literacy and mathematics and revise as necessary.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

Implement and assess the effectiveness of the "I'm Ready" guide to support local preschool providers and parents be prepared for Kindergarten	LEA Wide Grades: Preschool	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilites.
Utilize and assess the effectiveness of the Kindergarten Readiness Assessment and data collected and revise as necessary	LEA Wide Grades: K	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue to have a 1.0 FTE technology coach to support teachers with the use of educational technology.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $80,000
Continue to provide Targeted Student Support funds to each site for intervention based on unduplicated count of target students.	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 214; Amount $1,132,000

LCAP Year 3

Expected Annual Measurable Outcomes:	1. Increase in student achievement on district benchmarks and California Assessment of Student Performance and Progress (CAASPP). Growth targets to be determined after district receives data in Summer 2018. 2. Increase or maintain proficiency levels for Annual Measurable Achievement Objectives (AMAO 1 and 2) to meet or exceed targets 3. Increase of 2% in student reclassification rate 4. Decrease of 2% in number of long term English Learners 5. Refine and expand Response to Intervention (RTI2) plan 6. Maintain or increase the number of students attending preschool 7. Maintain or increase the use of instructional software and online programs to support instruction as measured by usage reports 8. Implement Next Generation Science Standards in elementary schools 9. Maintain additional math teachers 10. Implement special programs to better meet needs of students with disabilities 11. Continue the use of frameworks for literacy and mathematics 12. Utilize the "I'm Ready" guide with preschool staff and parents 13. Utilize Kindergarten Readiness Assessment 14. Continue development and begin implementation of plan to provide access to early childhood/pre-K services for all children. ***Mountain View Whisman is a kindergarten through eighth grade district. As such, the District does not need to measure the following:** • Percentage of students successfully completing A-G courses • Percentage of students successfully completing Career Technical Education (CTE) sequences of programs of study that align • Percentage of students passing Advanced Placement exams (3+) • Percentage of students demonstrating college preparedness - Early Assessment Program (EAP) exam **In addition, the state of California has suspended the Academic Performance Index (API)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain instructional coaching staff to include one coach at each elementary school site and and three coaches to be shared between the two middle schools (Literacy, Math, and Science) to support the implementation of effective instructional strategies for all students including Targeted Students, use of data to drive instruction, and increase student achievement.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Progam Code 209; Amount $880,000
Continue to provide release time with coaching support for teachers to collaborate, plan, and implement, assess, and revise standards based lessons (2 days per teacher)	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $100,000
Continue to support designated and integrated English Language Development instruction through professional development, coaching, release days, and support from the English Language Development Coordinator.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 4203; Program Code 300; Amount $60,000

Assess effectiveness of the research based program to support language acquisition and content learning to decrease the number of Long Term English Learners and increase the reclassification rate and revise as necessary. Continue to support Long Term EL intervention through use of blended learning.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Expenditures will be allcoated based on final planning during Year 1 for Year 2 implementation.
Continue to support teachers with newcomers through coaching. Provide teachers resources (i.e. instructional software, dictionaries, curriculum). Provide teachers and administrators assistance with development of an individualized action plans for each newcomer. Continue to review and revise best teaching models, practices and instructional materials for newcomers.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 4201; Program Code 300; Amount $15,000
Continue to use SchoolCity to administer district assessments and monitor achievement throughout and across school years	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue to analyze and disaggregate students data from district benchmarks and the California Assessment of Student Performance and Progress (CAASPP) using the District data protocol to ensure proportional and equitable access and achievement for each students (EL, Low income, foster youth, SWD and other significant subgroups. Continue the use of district and school data summits twice each year.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

Continue to assess the implementation of Professional Learning Communities district wide. Continue to support teams and new staff members in their implementation throughout the year.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $20,000
Continue to assess and expand the Response to Intervention and Instruction Plan (RTI2) to more effectively address the social, emotional, and academic needs of students before, during, and afterschool.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 216; Amount $150,000
Begin RTI pilot at remaining elementary schools in the district. Include District funding for an 1.0 FTE intervention teacher, a 6-hour instructional assistant, common preparation periods, and supplemental materials at each school.	All Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 216; Amount $1,220,000 RS 0000; Program Code 220; Amount $80,000

Continue to provide Targeted Student Support funds to each site for intervention based on unduplicated count of target students.	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	RS 0000; Program Code 214; Amount $1,132,000
Continue to provide funding for school-wide programs at Castro and Theuerkauf schools to support additional intervention programs, materials, and resources. This will utilize a combination of Title 1 and District Resources	Theuerkauf Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 211; Amount $50,000 RS 3010; Program Code 211; Amount $200,000
Continue to provide summer programs to meet the needs of target students	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	RS 0000; Program Code 217; Amount $220,000

Continue to provide supplemental staffing and instruction in math to students in grades 6-8	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 214; Amount $240,000
Continue to partner with the Peninsula Bridge Foundation to provide an afterschool program to support low-income, high achieving students in grades 6 and 7	Crittenden Middle School Graham Middle School Grades: 6th, 7th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $20,000
Assess the effectiveness of the blended learning math program at both middle schools and revise or expand as indicated.	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $250,000
Assess the effectiveness of the recommended changes in the District's Dual Immersion Program as revise as necessary.	Mistral Grades: K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $5,000

PIlot new special programs to better meet needs of students with disabilities and make revisions as necessary. • Book End program for students with high functioning Autism • Functioning life skills program • Co-Teaching model at Middle School level • Inclusion preschool program	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 6500; Program Code 350; Amount $450,000
Continue to monitor the instructional software being used throughout the district ensure programs are being used with fidelity and make recommendations about continuing/discontinuing the use of software.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures required - part of regular staff responsibilites
Continue Progress Monitoring of English Learners, RFEPs and Targeted Students at least 3 times a year.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue to have a 1.0 FTE technology coach to support teachers with the use of educational technology.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $80,000

GOAL:	Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century**.**	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 X 8 Local: Strategic Goal(s): 1

Identified Need:	1. Data on the percentage of students entering high school on an college eligible A-G track. 2. Middle school schedules that provide access to electives for all students 3. Plan to implement culturally responsive instruction and communication 4. Expanded use of technology devices to enhance instruction 5. Eighth grade Graduate Profile 6. Capstone Projects	
Goal Applies to:	**Schools:**	LEA Wide Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. Collect baseline data on the percentage of students entering high school on an college eligible A-G track. 2. Equitable middle school schedules that access to electives for all students 3. Completed plan to implement culturally responsive instruction 4. Maintain Enrichment Funding 5. Maintain Art, Music and PE 4. Expand the use of technology devices to enhance instruction 5. Development of Graduate Profile 6. Research collected on Capstone Projects 7. Technology Devices

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research and revise middle school schedules in order to provide equitable access to electives for all students.	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $5,000

Research and develop a plan for the implementation of Culturally Responsive Instruction, Communication and Interaction for all staff.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $20,000
Provide funding for site specific and district sponsored enrichment opportunities. Audit the opportunities that are provided at each school site.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 235; Amount $51,160
Continue to provide supplemental music, art, and PE programs for students in grades K-5	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9100; Program Code 230; Amount $855,000 RS 9512; Program Code 244/245; Amount $368,000

Maintain Spanish content area classes at Graham Middle School (grades 6 and 7) to allow students from Dual Immersion to continue to attain proficiency in Spanish.	Graham Middle School Grades: 6th, 7th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Students in grades 6 and 7 from the Dual Immersion Program at Graham Middle School or who demonstrate proficiency in Spanish)	No expenditures - part of regular staff responsibilities
Maintain partnership with Science by Nature Collaborative, Living Classroom, and the Mountain View Education Foundation to provide environmental education opportunities for students in grades TK-5 and 8, including Science Camp for 5th grade and Nature Bridge Yosemite experience for 8th grade.	LEA Wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 224; Amount $500,000
Research information related to Capstone projects for students in 5th and 8th grade.	LEA Wide Grades: 5th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities.
Develop a profile of an 8th grade graduate including rubrics and portfolio expectations.	LEA Wide Grades: 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities.

Research best practices in developing and 21st century skills.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Expand the use of BrightBytes to support the District with effectively utilizing educational technology.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $10,000
Maintain the number of technology devices available for student use and develop protocols and processes for more effective use. • Add chromebook carts to second grade classrooms • Replace the oldest model of the chromebooks • Add or replace carts at elementary sites to more evenly distribute • Develop a true 1:1 program for 6th grade • Implement technology teacher leads at each school site to work within the school and with technology coach	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $350,000

Assess the number and type of extended learning programs that are offered across the District.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

LCAP Year 2

Expected Annual Measurable Outcomes:	1. Increase in the percentage of students entering high school on an college eligible A-G track based on data collected in 2016-17 2. Equitable middle school schedules that provide access to electives for all students 3. Implementation of culturally responsive instruction 4. Maintain Enrichment Funding 5. Maintain Art, Music and PE 6. Framework for 21st Century Skills 7. Baseline data on usage of technology to enhance instruction 7. Expanded the use of technology devices to enhance instruction 8. Develop Capstone Projects 9. Technology Devices 10. Plan for extended learning opportunities for students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Implement new middle school schedules in order to provide equitable access to electives for all students.	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $5,000
Implement the plan for the implementation of Culturally Responsive Instruction, Communication and Interaction for staff. Develop a plan to implement for students and parents.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $20,000
Maintain or increase enrichment funding to schools	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 235; Amount $52,000

Maintain or increase Art, Music, and PE programs for elementary studentsA	All Elementary Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9100; Program Code 230; Amount $855,000 RS 9512; Program Code 244/245; Amount $368,000
Maintain Spanish content area classes at Graham Middle School (grades 6 and 7) to allow students from Dual Immersion to continue to attain proficiency in Spanish. Assess the success of the program and consider options for expansion.	Graham Middle School Grades: 6th, 7th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Students in grades 6 and 7 from the Dual Immersion Program at Graham Middle School or who demonstrate proficiency in Spanish)	No expenditures - part of regular staff responsibilities
Maintain partnership with Science by Nature Collaborative, Living Classroom, and the Mountain View Education Foundation to provide environmental education opportunities for students in grades TK-5 and 8, including Science Camp for 5th grade and Nature Bridge Yosemite experience for 8th grade	LEA Wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 8th, Preschool	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 224; Amount $500,000

Begin development of Capstone Projects for grades 5 and 8.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Develop a curriculum framework for inquiry and 21st century skills	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue the use of BrightBytes to support the District with effectively utilizing educational technology	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $10,000
Maintain the number of technology devices available for student use and refine protocols and processes for more effective use	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $350,000

Develop a plan to implement high-quality extended learning opportunities across the District	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

LCAP Year 3

Expected Annual Measurable Outcomes:	1. Increase in the percentage of students entering high school on an college eligible A-G track based on data collected in 2016-17 2. Equitable middle school schedules that provide access to electives for all students 3. Implementation of culturally responsive instruction 4. Maintain Enrichment Funding 5. Maintain Art, Music and PE 6. Implementation of Framework for 21st Century Skills 7. Increase in the utilization of technology during instruction 8. Expanded the use of technology devices to enhance instruction 9. Develop Capstone Projects 9. Technology Devices 10. Implement extended learning opportunities for students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Assess the effectiveness of the new middle school schedule and make revisions as necessary	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $5,000
Assess the implementation of Culturally Responsive Instruction, Communication and Interaction for staff and revise and expand as necessary. Implement plan for students and parents.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $20,000
Maintain enrichment funding for all school sites	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 235; Amount $52,000

Maintain supplemental Art, Music and PE for elementary students	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9100; Program Code 230; Amount $855,000 RS 9512; Program Code 244/245; Amount $368,000
Maintain and/or expand Spanish content area classes at Graham Middle School (grades 6 and 7) to allow students from Dual Immersion to continue to attain proficiency in Spanish.	Graham Middle School Grades: 6th, 7th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Students in grades 6 and 7 from the Dual Immersion Program at Graham Middle School or who demonstrate proficiency in Spanish)	No expenditures - part of regular staff responsibilites
Maintain partnership with Science by Nature Collaborative, Living Classroom, and the Mountain View Education Foundation to provide environmental education opportunities for students in grades TK-5 and 8, including Science Camp for 5th grade and Nature Bridge Yosemite experience for 8th grade	LEA Wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 8th, Preschool	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 224; Amount $500,000

Fully develop Capstone Projects for grades 5 and 8	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsbilities
Implement framework for inquiry and 21st century skills	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilites
Continue the use of BrightBytes to support the District with effectively utilizing educational technology. Assess effectiveness of BrightBytes	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $10,000
Maintain the number of technology devices available for student use and fully implement protocols and processes for more effective use	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 9590; Program Code 570; Amount $350,000

Implement the plan to implement high-quality extended learning opportunities across the District and incorporate it into the District RTI2 plan.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 235; Amount $400,000

GOAL:	Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members**.**	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: Strategic Plan Goal(s): 3

Identified Need:	1. Continue to decrease the suspension rate for all students with a focus on Hispanic/Latino students 2. Maintain 0% Expulsion rate 3. Decrease in truancy rate 4. Decrease in chronic absenteeism 5. Maintain or Increase in student attendance 6. Alternatives to suspension 7. Support sites with maintaining positive school climates 8. Sites to continue to include a climate goal and action plan 9. Protocols for entering referral and discipline data 10. Updated handbooks with current district policies 11. Updated safety plans 12. Data dashboard to report progress toward meeting strategic plan 13. Executive Summary of Mountain View Whisman School District LCAP 14. Increase participation by staff, parents, and students in school and district leadership opportunities 15. Continued parent training 16. Maintain School and Community Engagement Facilitators	
Goal Applies to:	**Schools:**	LEA Wide Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. Continue to decrease the suspension rate for all students with a focus on Hispanic/Latino students 2. Maintain 0% Expulsion rate 3. Decrease in truancy rate 4. Decrease in chronic absenteeism 5. Maintain or increase in student attendance 6. Alternatives to suspension menu 7. Sites to continue to include a climate goal and action plan 8. Protocols for entering referral and discipline data 9. Updated handbooks with current district policies 10. Updated safety plans 11. Data dashboard to report progress toward meeting strategic plan 12. Executive Summary of Mountain View Whisman School District LCAP 13. Increased participation by staff, parents, and students in school and district leadership opportunities including new district committees. 14. Continued parent training 15. Maintain School and Community Engagement Facilitators 16. Maintain 0% Middle School dropout rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide funding for Project Cornerstone at all sites.	LEA-Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $5000
Sites will continue to include a climate and goal and action plan in the School Single Plan for Student Achievement.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Unknown cost of expenditures pending the site's creation of a Clmate Plan in each site's Single Plan for Student Achievement

Revise and implement district and site safety plans	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 650; Amount $20,000
Maintain existing Community Engagement Facilitators and add additional 1.0 FTE for Bubb Elementary School and increase to 0.5 FTE for Huff Elementary School and Stevenson Elementary School.	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Other significant subgroups based on data from District and state assessments - varies by site)	RS 0000; Program Code 215; Amount $450,000
Support School and Community Engagement Facilitators to work with staff, students, and parents to develop plans and strategies to maximize student and parent attendance, engagement, and connectedness to their school, District and community.	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Other significant subgroups based on data from District and state assessments - varies by site)	RS 0000; Program Code 204; Amount $10,000
Revise, refine, and continue implementation of the School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols, training, and communication with all stakeholders.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 204; Amount $1,000

Continue work to update School Handbooks with current student behavior and discipline policies based on data collected about compliance and alignment in 2015-16.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue to provide protocols and training for site administrators and support staff to enter office referrals and discipline data into PowerSchool, with a focus on new principals and new staff.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue to support all site administrators with additional training on alternatives to suspension. Create an menu of alternatives for administrator use.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 400; Amount $5000
Develop a data dashboard that organizes District data to show progress toward achieving strategic plan goals	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

Develop and implement the Parent University concept district wide. Conduct at least 4 district wide events and develop distric wide accessible schedule for site Parent University sessions.	LEA wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 300; Amount $25,000
Continue to utilize 0.5 FTE Public Information Officer to coordinate develop standard operating procedures of internal and external communications.	LEA wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 620; Amount $140,000
Continue to build membership within the Learning Challenges Committee. The committee will focus on the development of a handbook for parents of students with special needs and will continue to host an annual resources fair for parents.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff resposibilites

In addition to standing committees including the District English Learner Advisory Commitee and the District Advisory Council, the District has created the following committees for the 2016-17 school year in order to increase parent and staff involvement in decision making: 1. Student Attendance Areas Advisory Committee 2. District Facilities Committee 3. Task Force on Specific Learner Needs Assess the need to continuation of committees at end of 2016-17 school year	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 630; Amount $10,000

LCAP Year 2

Expected Annual Measurable Outcomes:	1. Continue to decrease the suspension rate for all students with a focus on Hispanic/Latino students 2. Maintain 0% Expulsion rate 3. Decrease in truancy rate 4. Decrease in chronic absenteeism 5. Maintain or increase in student attendance 6. Alternatives to suspension menu expanded 7. Sites to continue to include a climate goal and action plan 8. Revised protocols for entering referral and discipline data 9. Updated safety plans 10. Revised data dashboard to report progress toward meeting goals of strategic plan and LCAP 11. Updated Executive Summary of Mountain View Whisman School District LCAP and strategic plan 12. Increased participation by staff, parents, and students in school and district leadership opportunities including new district committees. 13. Continu parent training 14. Maintain School and Community Engagement Facilitators 15. Maintain 0% Middle School dropout rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to provide funding for Project Cornerstone at all sites and evaluate the usage of programs and services.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $5000
Sites will continue to include a climate and goal and action plan in the School Single Plan for Student Achievement.	Sites will continue to include a climate and goal and action plan in the School Single Plan for Student Achievement. Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Unknown cost of expenditures pending the site's creation of a Clmate Plan in each site's Single Plan for Student Achievement
Revise and implement district and site safety plans	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 650; Amount $20,000

Maintain existing Community Engagement Facilitators	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 215; Amount $450,000
Support School and Community Engagement Facilitators to work with staff, students, and parents to develop plans and strategies to maximize student and parent attendance, engagement, and connectedness to their school, District and community.	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Other significant subgroups based on data from District and state assessments - varies by site)	RS 0000; Program Code 204; Amount $10,000
Continue implementation of the School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols, training, and communication with all stakeholders	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expeditures - part of regular staff responsibilites
Implement updated School Handbooks	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

Continue to provide training for site administrators and support staff to enter office referrals and discipline data into PowerSchool, with a focus on new principals and new staff.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilites
Revise alternatives to suspension menu and train new administrators as needed.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 400; Amount $5000
Revise the data dashboard that organizes District data to show progress toward achieving LCAP and strategic plan goals	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Expand the Parent University. Conduct at least 6 district wide events and develop district wide accessible schedule for site Parent University sessions.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 300; Amount $25,000

Continue to utilize 0.5 FTE Public Information Officer to coordinate develop standard operating procedures of internal and external communications.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 620; Amount $140,000
Continue to build membership within the Learning Challenges Committee.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

LCAP Year 3

Expected Annual Measurable Outcomes:	1. Continue to decrease the suspension rate for all students with a focus on Hispanic/Latino students 2. Maintain 0% Expulsion rate 3. Decrease in truancy rate 4. Decrease in chronic absenteeism 5. Maintain or increase in student attendance 6. Sites to continue to include a climate goal and action plan 7. Updated safety plans 8. Revised data dashboard to report progress toward meeting goals of strategic plan and LCAP 9. Updated Executive Summary of Mountain View Whisman School District LCAP and strategic plan 10. Increased participation by staff, parents, and students in school and district leadership opportunities including new district committees. 11. Continue parent training 12. Maintain School and Community Engagement Facilitators 13. Maintain 0% Middle School dropout rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to provide funding for Project Cornerstone at all sites and evaluate the usage of programs and services.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 200; Amount $5000
Sites will continue to include a climate and goal and action plan in the School Single Plan for Student Achievement.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Unknown cost of expenditures pending the site's creation of a Clmate Plan in each site's Single Plan for Student Achievement
Revise and implement district and site safety plans	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 650; Amount $20,000
Maintain existing Community Engagement Facilitators	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 215; Amount $450,000

Support School and Community Engagement Facilitators to work with staff, students, and parents to develop plans and strategies to maximize student and parent attendance, engagement, and connectedness to their school, District and community.	LEA Wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Other significant subgroups based on data from District and state assessments - varies by site)	RS 0000; Program Code 204; Amount $10,000
Continue implementation of the School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols, training, and communication with all stakeholders	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Continue to provide training for site administrators and support staff to enter office referrals and discipline data into PowerSchool, with a focus on new principals and new staff.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities
Train site administrators as needed.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 400; Amount $5000

Update data dashboard to show progress toward achieving LCAP and strategic plan goals	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilites
Maintain the Parent University. Conduct at least 6 district wide events and develop district wide accessible schedule for site Parent University sessions.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 300; Amount $25,000
Continue to utilize 0.5 FTE Public Information Officer to coordinate develop standard operating procedures of internal and external communications.	LEA Wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000; Program Code 620; Amount $140,000
Continue to build membership within the Learning Challenges Committee.	LEA Wide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No expenditures - part of regular staff responsibilities

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Ensure that all students have access to equitable conditions of learning by providing highly qualified teachers and staff, well-maintained and inspiring facilities, and standards-aligned instructional materials.			Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Increase the percentage of highly qualified teachers from 99.58% to 100%, maintain Beginning Teacher Support and Assessment induction program, maintain program to support new Special Education teachers to		Actual Annual Measurable Outcomes:	1. The percentage of highly qualified teachers increased to 100% for 2015-16. The District maintained it's Beginning Teacher Support and Assessment induction program. The District also

	complete Level II Education Specialist program 2. All teachers and student will have access to new mathematics materials 3. Research, review, pilot, and recommend new English Language Arts/English Language Development/Literacy materials for adoption (pending recommended / approved list from state 4. Approved facilities projects on schedule or completed on budget		supported Special Education teachers through its induction program. 2. All K-5 teachers and 6-8 math teachers were trained on August 12 and 13 on the new Eureka Math Curriculum. Teachers and students were provided complete sets of the new materials including Teacher's Guides, assessment packages, and student books. In addition, all teachers were provided with a resource binder with pacing guides, standardized vocabulary, supports for English Language Learners, and additional assessment resources. 3. The English Language Arts (ELA)/English Language Development (ELD) Task Force was formed in September of 2015. The team is made up of two classroom teachers from each school site that represent most grade levels, coaches and interested site administrators. The meetings are being facilitated by Matthew Espinoza, Coordinator of Multilingual Services from the Santa Clara County Office of Education. Matthew is an experienced classroom teacher and trainer and was most recently a part of the state review team for the new ELA/ELD materials. The Task Force will recommend materials for adoption in June 2016. 4. The District is undergoing a significant general obligation bond program, with both new construction, modernizations and expansion included. The middle schools both received full modernizations and are in progress of constructing new classroom buildings. The budgets for middle schools exceeded the plan, as increased scope was added to fulfill the District's vision of innovative and specialized facilities, like a core innovation center, new Library and two auditoriums.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
Provide an induction program for new teachers to obtain their professional clear credential and support them in becoming highly qualified.		Title II: 4035 $48,000	The District continued its partnership with the Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP) in 2015-16. The District had two full time teachers on Special Assignment and an additional 3 instructional coaches that were trained through the SC/SVNTP as new teacher mentors. Together these individuals supported 42 year 1 and year 2 teachers to work toward obtaining their professional clear credential.		RS 4035; CC 403500 - $48,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Continue to support new special education teachers in becoming highly qualified and completing Level II Education Specialist program.		Title II: 4035 $4,680	The District supported eligible Special Education teachers through our BTSA program with the Santa Cruz/Silicon Valley New Teacher Project.		RS 4035; CC 403500 - $4680
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Expand staff development and training for classified employees		Base Grant:0000 $3,063	The District implemented a pilot program for Special Education Instructional Assistants modeled after our instructional coach program for teachers. One instructional assistant provided mentoring, training, and in-classroom coaching for other instructional assistants. The program will be continued and expanded for the 2016-17 school year.		RS 0000; CC074000 - $3063
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide new math materials to teachers and students		Base Grant:0000 $500,000 CC: 715600	The District adopted Eureka Math K-8 in Spring of 2015. All teachers were provided complete sets of Eureka Math including Teacher's Editions, Student Editions, Assessments and new manipulatives. A supplemental resource binder was created by the district and given to all teachers. The resource binder included pacing guides, vocabulary cards, and additional assessment materials. Students were provided student editions for classroom and home use.		RS 0000; CC 715600 - $500,000
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Convene English Language Arts/English Language Development/Literacy Task Force to research, review, pilot, and recommend new materials for adoption.		Base Grant:0000 $5,000 CC: 715600	The English Language Arts (ELA)/English Language Development (ELD) Task Force was formed in September of 2015. The team is made up of two classroom teachers from each school site that represent most grade levels, coaches and interested site administrators. The meetings are being facilitated by Matthew Espinoza, Coordinator of Multilingual Services from the Santa Clara County Office of Education. Matthew is an experienced classroom teacher and trainer and was most recently a part of the state review team for the new ELA/ELD materials. The Task Force has met for 4 full-day sessions so far this year **The Process:** The Task Force has met over several full-day sessions. The first two sessions,		RS 0000; CC 715600 - $5000

October 19 and November 16 were focused on professional learning around the ELA standards, ELD Standards and the new California Framework. On December 15 and January 13 the team went through a thorough, step by step process to review materials using rubrics provided in the State adoption Toolkit. Grade level teams reviewed each program for rigor of and alignment to ELA and ELD standards including having a balance of informational and literary text, writing across all three text types, speaking, listening, and collaborative opportunities, research and inquiry activities and foundational skills. In addition, teams reviewed each program for how they addressed both integrated and designated ELD instruction. After each part of the review was completed, the teams came back together to discuss results and rate programs.

The Pilot: Teachers from the Task Force each piloted two programs. The programs that were piloted are:

TK-5 (English)

Benchmark Advance, Benchmark Education Company

Reading Wonders, McGraw-Hill School Education

TK-5 (Dual Immersion)

Benchmark Adelante, Benchmark Education Company

Lectura Maravillas, McGraw-Hill School Education

6-8

Study Sync, McGraw-Hill School Education

Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt

After each pilot, the task force met to review and

			rate each program. The elementary team met on May 2 to make a final recommendation and the middle school team met on May 4. The Task Force is recommending the following programs for adoption: K-5 English Programs: *Advance*, Benchmark Publishing Company K-5 Dual Immersion Program: *Adelante*, Benchmark Publishing Company 6-8 Program: *Study Sync*, McGraw Hill Publishing Company		
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide funds to school sites to purchase supplemental materials, programs, or services to support the implementation of the California standards.		Base Grant:0000 $100,000 CC: 715600	All school sites received an increase in supplemental funds to support materials, programs, or services to support the implementation of the California state standards for target students.		RS 0000; CC 715600 - $100,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
Complete Middle School Phase II and III projects Complete design for Castro and Monta Loma		Measure G: 9010 $26,000,000 CC:085000	Both Crittenden and Graham Middle Schools saw the completion of full campus classroom modernizations, and the beginning of a new classroom building on each campus. The Castro and Mistral Elementary Schools completed the design process for a new Castro Elem School campus and a full campus modernization for Mistral Elementary School to begin Summer 2016. Monta Loma started the design process for an expanded multi-use room to start construction summer 2016.		Fund 21; RS 9010; CC Various - Middle Schools - $10,151,718 Castro and Monta Loma - $9,711,550
Scope of service:	Graham Middle School, Crittenden Middle School, Castro Elementary School and Monta Loma Elementary School Grades: All		Scope of service:	Both Crittenden and Graham Middle Schools saw the completion of full campus classrom modernizations, and the beginning of a new classrom bulding on each campus. The Castro and Mistral Elementary Schools completed the desgin process for a new Castro Elem School campus and a full campus modernization for Mistral Elementary School to begin Summer 2016. Monta Loma started the design process for an expanded multi-use room to start construction summer 2016. Grades: 6th, 7th, 8th	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

What changes in actions, servivces, and expenditures	The District went through a comprehensive audit as well as a strategic planning process. This goal will be revised as follows to better align to the goals in the new strategic plan: New Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner. The District is removing the Bond Program resource out of the LCAP resources. The bond program is a unique source of funding for the District. Ongoing facilities upkeep and maintenance should be a core function of a school district and not dependent upon specialized one-time funding. The future LCAP goals will be funded and focused on the Routine/Major Maintenance funding.

Original Goal from prior year LCAP:	Improve achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups.			Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. All teachers and administrators receive at minimum 4 professional development sessions during district staff development days with a focus on increasing knowledge, experience, skill in delivering instruction and access to the California core and English Language Development standards. Collect baseline data on participation in optional		Actual Annual Measurable Outcomes:	1. All teachers and administrators received at least 4 professional development sessions during District staff development days. • TK-5 teachers: Two days in math and 2 days on the new English Language Arts/English Language Development Framework.

professional development opportunities.

2. Increase in student achievement on district benchmarks and California Assessment of Student Performance and Progress (CAASPP). Growth targets to be determined after district receives and analyzes baseline data in Summer 2015.
3. Increase or maintain proficiency levels for Annual Measurable Achievement Objectives (AMAO 1 and 2) to meet or exceed targets
4. Increase of 2% in student reclassification rate
5. Decrease of 2% in number of long term English Learners
6. Expanded Response to Intervention (RTI2) plan
7. Maintain or increase the number of students attending preschool
8. Increase in use of instructional software and online programs to support instruction as measured by usage reports.
9. Transition plan developed for Next Generation Science Standard rollout
10. Maintain additional math teachers

***Mountain View Whisman is a kindergarten through eighth grade district. As such, the District does not need to measure the following:**

- Percentage of students successfully completing A-G courses
- Percentage of students successfully completing Career Technical Education (CTE) sequences of programs of study that align
- Percentage of students passing Advanced Placement exams (3+)
- Percentage of students demonstrating college preparedness - Early Assessment Program (EAP) exam

In addition, the state of California has suspended the Academic Performance Index (API)

- 6-8 teachers had training by department
  - Math: - four days of training focused on new math curriculum and assessments
  - English Language Arts, English Language Development, and Social Science: 5 days with WestEd trainers on Reader's Apprenticeship
  - Science: Four days with both in house and Santa Clara County Office of Education trainer on Next Generation Science Standards

In addition, the District offered 3 days of optional professional development to all K-5 teachers to develop their skills in teaching math. Teachers were offered 300.00 per day for the training and if 70% of teachers in the district attended all three days, a bonus of $1000.00 was offered to each teacher. The District had over 90% of elementary teachers participate in the three days of training.

2. ASP and Benchmark Data

2014-15 ASP

Numbers represent % met or exceeded standards

(All students)	ELA	Math
Grade 3	57	60
Grade 4	59	55
Grade 5	64	57
Grade 6	58	50
Grade 7	58	51
Grade 8	63	49

All	60	54

2014-15 ASP ELA-by subgroup

	EL	SD	SD
Grade 3	19	21	11
Grade 4	17	27	24
Grade 5	11	33	20
Grade 6	4	33	14
Grade 7	7	35	4
Grade 8	5	39	10
All	14	31	15

2014-15 ASP ELA - by ethnicity

	Asian	Hispanic	White
Grade 3	93	28	80
Grade 4	85	30	86
Grade 5	85	38	88
Grade 6	83	33	85
Grade 7	66	38	84
Grade 8	84	41	85
All	84	34	84

2014-15 ASP Math -by subgroup

	EL	SD	SD
Grade 3	31	29	16
Grade 4	14	24	14

Grade 5	12	26	18
Grade 6	4	24	12
Grade 7	12	25	8
Grade 8	4	27	4
All	17	26	12

2014-15 ASP Math - by ethnicity

	Asian	**Hispanic**	**White**
Grade 3	88	34	82
Grade 4	82	25	86
Grade 5	81	32	82
Grade 6	74	26	77
Grade 7	75	28	83
Grade 8	75	26	77
All	80	28	81

2015-16 District Benchmarks - ELA

Numbers represent % met or exceeded standards

(All Students)	ELA Trimester 1	ELA Trimester 2
Grade 1	61	71
Grade 2	53	58
Grade 3	35	38
Grade 4	18	39

Grade 5	1	52
Grade 6	18	49
Grade 7	58	27
Grade 8	35	40
All (gar 3-5)	26	41

2015-16 District Benchmarks - Math

(All Students)	Math Trimester 1	Math Trimester 2
Grade 1	44	81
Grade 2	46	71
Grade 3	24	70
Grade 4	29	38
Grade 5	45	46
Grade 6	18	35
Grade 7	26	52
Grade 8	10	24
All (gar 3-5)	26	45

3. AMA 1 and 2 Data **for School Year 2014-15**

Percent Meeting AMA 1 69.7% AMAO Target 1 Exceeded by 9.2% **Met AMA0 Target 1** Yes

Percent Meeting AMA <5 33.4% AMA0 Target 2<5 Exceeded by 9.2% **Met AMA0 Target 2<5** Yes

Percent Meeting AMA >5 63.0% AMAO Target 2>5 Exceeded by 2.1% **Met AMAO Target 2>5** Yes

The most current AMAO1 and AMAO2 data shows that District English Learners have exceeded all AMAO1 and AMAO2 targets. English Learners have consistently exceeded targets in AMAO1 and AMAO2 for the last 4 years. However, the District is currently frozen in Program Improvement due to not meeting AMAO3 in ELA and Mathematics on state testing prior to the transition to CAASPP and the new Every Student Succeeds Act. CAASPP and District Benchmark data indicate that English Learners are still achieving significantly lower than our White and Asian subgroups. CAASPP and District Benchmark data in ELA and Mathematics indicate a 20%-45% achievement gap between English Learners and All Students. The low achievement of English Learners in ELA, Math and the content areas continues to be a major concern of the district. The District will be providing districtwide professional development around how to support English Learners in the content areas, such as how to implement integrated ELD effectively and instructional strategies to teach academic language throughout the day.

4. Reclassification rate

The District met it's goal of increasing the reclassification rate by 2%

2014-15	2015-16
330 (20%) Students reclassified	325 (22%) Students reclassified

5. LTELs percentage: The District met it's goal of decreasing the percentage of LTELS by 2%

2014-15 2015-16

338 (21%) LTELS 277 (19%) LTELS

6. The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. Becuase of this, the District decided to maintain its current RTI 2 plan in 2015-16. The results of the audit and strategic plan have led to the hiring of a District coordinator for RTI2 for 2016-17. The RTI2 plan will be revised and expanded in 2016-17.

7. MVWSD preschool served the following numbers of students:

- 2014-15: 140
- 2015-16: 128
- 2016-17: Projected 168-216 depending on funding

The District served 12 less students in 2015-16 compared to 2014-15. The decrease is becuase in previous years the district was overserving students in the state preschool program or serving more students that the District was actually paid for. While the District program absorbed the coast, the District was advised by our fiscal analyst at the state the by over serving students we were hampering our ability to receive an increase in our reimbursement rate (which is well below the the state's standard per child reimbursement rate). It 2015-16 the District is still over-serving by 6 students, but this should allow the District to recieve its full contract reimbursement, keep a 1:8 student to adult ratio, and be eligible for an increase in our reimbursement rate. The District has several opportunities for increased funding in 2016-17 so the number of students served should increase.

8. Instructional Software Usage

Usage rates for software being used to support

			English Learners, Rosetta Stone, Imagine Learning, Grammar Gallery, A to Z Reading and Lexia, still remain low. Usage rates and the delievery models of blended learning vary from site to site. Data collected supports when educational software is used with fidelety there is improvement in students' achievement. As a result of the software usage data, a monitoring system will be developed to ensure the fideleity of the use of the software. 9. The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. In addition, the timeline for materials and the assessment for Next Generation Science Standards is delayed unitl the 2018-19 school year. Because of this , the District decided to hold on the transition plan to the Next Generation Science Standards and will develop the plan in 2016-17. 10. The District maintained two additional FTE teachers at each middle school to allow for 90 minute math blocks every day.

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**

Provide professional development to increase knowledge, experience, and skill in delivering instruction aligned to the new California standards for all students
 	
Math – 3 optional days of training K-5 in summer
 	
Math – District wide – 2 days of training in August
 	
Content specific training for 6-8 teachers in August
 	
English Language Arts (ELA)/English Language Development (ELD) – district wide training in January
		Base Grant:0000
		
		$157,500
		
		CC: 715600
			The District offered the following professional development:
			
			• TK-5 teachers: Two days in math and 2 days on the new English Language Arts/English Language Development Framework.
			• 6-8 teachers had training by department
			  ◦ Math: - four days of training focused on new math curriculum and assessments
			  ◦ English Language Arts, English Language Development, and Social Science: 5 days with WestEd trainers on Reader's Apprenticeship
			  ◦ Science: Four days with both in house and Santa Clara County Office of Education trainer on Next Generation Science Standards
			
			In addition, the District offered 3 days of optional professional development to all K-5 teachers to develop their skills in teaching math. Teachers were offered 300.00 per day for the training and if 70% of teachers in the district attended all three days, a bonus of $1000.00 was offered to each teacher.
			The District had over 90% of elementary teachers participate in the three days of training.
					RS 0000; CC 715600 - $789,072 (Goals A, B, D)

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide optional district and site professional development opportunities throughout the school year based on feedback from scheduled trainings		Base Grant:0000 $200,000 CC: 715600	The District offered the following optional professional development during the 2015-16 school year: **Mountain View Whisman School District Optional Professional Development** **Sept 29th** 3:30-4:30 Using student work to guide instruction **Nov 17th** *Guided Reading* TK-2 OR (3:30-4:30) *Close Reading* 3rd-8th **January 19th and 21st** 3:30-4:30 *SchoolCity Training - Administering assessments* **January 26th and 28th** 3:30-4:30 *Reading Assessment Reports* **January 26th** *Write Tools: Writing Routine* (3:30-4:30) Group 1: TK-2nd OR Group 2: 3rd-8th **February 1st and 4th** 3:30-4:30 *Creating your own assessments in SchoolCity* **Feb 23rd** *Adapting Lessons to Target ELLs* OR (3:30-4:30) *Modifying Units to Incorporate PBL* **March 8th** *Mindfulness/Growth Mindset*		RS 0000; CC 715600 - $789,072 (Goals A, B and D)
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Maintain instructional coaching staff to include one coach at each site and one additional math coach to support the implementation of effective instructional strategies, use of data to drive instruction, and increase student achievement		LCFF Supplemental :0000 $100,176 CC: 709201 Shoreline: 9010 $1,048,671 CC: 957000	The District was not able to hire one coach for each school site. Instead of hiring 11.0 FTE, the District was able to hire 8.0 FTE. All schools were supported by a coach, but several schools shared 2015-16.		RS 0000; CC 709201 - $100,789 RS 0000; CC 957000 - $970,513
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide release time with coaching support for teachers to collaborate, plan, implement, assess, and revise standards based lessons (2 days per teacher)		Base Grant:0000 $125,000 CC: 715600	All TK-5 and 6-8 content area teachers were provided 2 full release days to collaborate, plan, implement, assess, and revise standards based lesson with support of their site instructional coach.		RS 0000; CC 715600 - $789,072 (Goals A, B, D)
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide professional development and support for Special Education teachers and other support staff to increase knowledge, experience, and skill in delivering instruction aligned to the new California standards for all students		Federal: 3310 $5,000	The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. While Special Education teachers were invited to participate in all District trainings, there was not Special Education specific professional development in 2015-16. A Professional Development plan will be created during the 2016-17 school year as a part of the District strategic plan.		No expenditures in 2015-16.
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
Continue to provide quality designated and integrated English Language Development instruction for all English Language Learners on a daily basis		Title III: 4201, 4203; ELD/ELA TOSA salary/benefits $85,559	The District was unable to hire a ELD TOSA for the 2015-16 school year however, all English Learners received designated ELD appropriate to their proficiency level through the use of rotations or an actual instructional period. Teachers continued to use EL Achieve Instructional Units, Grammar Gallery and supplemental materials to provide designated ELD. Teachers received and introduction to integrated LD by attending an overview of the new ELA/LD Framework. Teachers were encouraged to focus on academic vocabulary and oral language structured routines during integrated LD by using strategies learned from training in Systematic LD and Constructing Meaning. Coaches supported the integration of academic language and student talk during grade level planning and individual coaching. Limited classroom walkthroughs were done to monitor quality of instruction.		RS 4203; CC 420300, Amount $42,736
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Support English Language Development instruction through professional development on the integration of the English Language Development standards in English Language Arts, Math, and other content areas through staff meetings, professional development days, coaching, release days, and a dedicated English Language Arts/English Language Development Teacher or Special Assignment (TOSA)		Title III LEP ELD/ELA TOSA salary/benefits $85,559	English Learners were provided designated English language instruction K-5 daily through the implementation of a scheduled dedicated time devoted to English language development based on students Enlglish proficiency level. This year K-5 teachers piloted the use of various materials and instructional models to teach during this time. The focus was to use oral structured routines and increase student practice of English. In the middle school a class period was devoted to English language development based on students' proficiency level. Teachers that taught ELD in the middle school were given planning time to support instruction. Teachers were encouraged to use sentence frames, sturctured oral routines and academic language during intergrated ELD. Support from coaches and site professional development was provided. All K-5 teachers received an overview of the ELA/ELD Framework to begin their awareness of how ELD instruction needs to be taught throughout the day. This year the TOSA position was not filled due to not being able to find a qualified person for the position.		RS 4203; CC 420300; Amount $42,736
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide Systematic English Language Development and Constructing Meaning training.		Title III: 4201 Teacher Release Days $19,399	After the results from the District Quality Review, the district suspended the training in Systematic ELD and Constructing Meaning. The district is currently exploring the use of SIOP and SEAL to provide professional development and continuing with Santa Clara Department of Education, the Multilingual Department for training in designated and integrated ELD.		Not used.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA wide Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Monitor implementation of Systematic English Language Development and Constructing Meaning to support effective instructional practices for English Learners		Title III LEP ELD/ELA TOSA salary/benefits $85,559	Due to reevaluation of the English Learner Program after the District Quality Review, the monitoring of Systematic ELD and Constructing Meaning was very limited. The focus of the limited instructional walkthroughs by district office staff and site principals was the implementation language objectives and specific instructional strategies to increase academic language. As we move forward to revising our English Language Learner Program based on EL achievement data in the content areas we need to develop a system for monitoring effective instructional practices for language instruction.		ELD/ELA TOSA position was not filled.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Implement research based programs and practices to support language acquisition and content learning to decrease the number of Long Term English Learners and increase the reclassification rate.		Title III LEP Purchase of Research-based programs and practices $10,000	All Long Term English Learners were provided a LEXIA license to support additional instruction in the foundational skills of reading. Each K-5 site chose different models to support the use of blended learning with LEXIA. Four sites used it during intervention time, with an intervention teacher doing additional targeted instruction. The other sites used in as part of their instruction during the day or students used it at home. In the middle school all LTELs use English 3D to support academic vocabulary, academic conversation and writing. They receive this instruction daily for a class period. In addition, we ran the Achievement for Language Learners program for 30 LTELs, which included students from both middle schools. This program included a 4 week summer program, which included academics, field trips and a parent involvement commitment. During the school year, LTELs and their parents attended biweekly sessions to build communication, healthy study habits, and knowledge about the school system.		RS 4203; CC 420300; Amount $10,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: 7th, 8th	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Support teachers with newcomers through coaching. Provide teachers resources (i.e. instructional software, dictionaries, curriculum). Provide teachers and administrators assistance with development of an individualized action plan.		Title III IMM Teacher Resources $12,251 ELD/ELA TOSA salary/benefits $85,559	Coaching support was provided when requested, but was limited. Students and teachers were supported mostly through resources. Each newcomer received a Rosetta Stone license to give additional support for English Language Development, and an Imagine Learning license to support English literacy. In addition students were provided dictionaries in their primary language. Due to the lack of a Teacher On Special Assignment, limited support was given to principals and teachers to write the indivdualized plans. Sites were given support to provide instructional materials for newcomers during additional instructional time for ELD.		RS 4203; CC 420300; Amount $12,251 RS 4203; CC 420300; Amount $42,736
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Continue to work with teachers and administrators to revise and refine the District assessment system to support and monitor achievement throughout and across school years.		Instructional Materials/PD Resource: 0000 CC: 715600 $2500	The District transitioned from Schoolnet to School City during the summer of 2015. The SchoolCity system provides access to online assessments with a variety of item types and universal tools that are similar to the Smarter Balanced Assessments. The system also provides immediate results available to students and teachers and reports that are easy to access and disaggregate. The new District English Language Arts and Math Benchmark Assessments were created in the SchoolCity system. Reports from the system have been used in conjunction with the new District Data Protocol.		RS 0000; CC 959001 - $52,786 (Goals 2J and 2K)
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Analyze and disaggregate student data from district benchmarks and the California Assessment of Student Performance and Progress (CAASPP) to ensure proportionate and equitable access and achievement for each student (English Learners, Low income, foster youth, Students with Disabilities, and other significant subgroups.		No additional funding required	The district implemented a new data protocol to support staff in analyzing student data. All principals and instructional coaches were trained in the use of the protocol. Principals and coaches then trained teachers at the sites. The data protocol training included information about pulling data from the assessment system, disaggregating data, and responding to the data. The data protocol has been used following each district benchmark.		No expenditures in 2015-2016 Part of regular staff responsibilities.

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Continue to work with the leadership team to provide professional development, release time, and support of Professional Learning Communities (PLC) for collaboration to improve student outcomes.		Shoreline: 9010 $51,025	The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. The District waited on implementing this initiative until after the results and development of the plan. The District will be conducting PLC training in July. Two trainers from Solution Tree will run two days of initial raining in our District. Each school will bring a team of teachers for this training.		RS 9010; CC 959001; Amount $0
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Continue to revise and refine the elementary report cards based on teacher and administrator feedback and continue to provide support and training to teachers and parents.		Instructional Materials/PD Resource: 0000 CC: 715600 $2500	Based on feedback last year, the report card task force made a few minor adjustments to the 2015-2016 elementary report card. The changes included: the removal of duplicate standards, language in two items under Lifelong Learning Skills was changed to be more clear, and performance levels were adjusted to match the language used in the CAASPP assessments. • 4 = Standard Exceeded • 3 = Standard Met • 2 = Standard Nearly Met • 1 = Standard Not Met The Science field was changed to include only Earth, Life, or Physical Science. Headings from curricular units were removed in order to transition to the Next Generation Science Standards. An area called “End of year status” was included to populate with “promoted, promoted with recommendations, or retained” and dates were included to indicate the times that “at risk student success plans” and “possible retention” were discussed with families.		RS 0000; CC 715600 - $5000 (Goals 2J and 2K)
Scope of service:	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	LEA Wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Expand the current Response to Intervention and Instruction Plan (RTI2) plan to more effectively address the social, emotional, and academic needs of students. Put an additional focus on how to better support English Language Learners and students who are academically advanced		LCFF Supplemental :0000 $173,011	The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. Because of this, the District decided to maintain its current RIT2 plan in 2015-16. The results of the audit and strategic plan have led to the hiring of a District coordinator for RTI2 for 2016-17. The RTI2 plan will be revised and expanded in 2016-17. The RTI2 coordinator also will work on our program for gifted and talented students. A separate coordinator will be hired to support English Learner Programs and will be supervised by the Director of Federal, State, and Strategic Programs.		No expenditures in 2015-16
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide supplemental funds to each site for intervention based on unduplicated count of target students		LCFF Supplemental: 0000 $1,238,941	Each school site was provided targeted student support funds (formerly supplemental funds) for intervention programs based on the unduplicated count of target students.		RS 0000; CC 709201 - $1,207,569
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (other significant subgroups based on data from district benchmarks and CAASPP)			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other(Other significant subgroups based on data from District and state assessments - varies by site)		
Provide funding for school-wide programs at Castro and Theuerkauf schools to support additional intervention programs, materials, and resources. This will utilize a combination of Title 1 and District Resources		Castro Theuerkauf Title I: 3010 Base:0000 $650,000	The District provided the following turnaround funding: Castro Elementary School • $250,000 - Turnaround funding • $150,000 - Title ! • $150,000 - Targeting Student Intervention Theuerkauf Elementary School • $50,000 - Turnaround funding • $150,000 - Title ! • $150,000 - Targeting Student Intervention		RS 0000; CC 018400 - $350,000 RS 3010; CC 301000 - $380,923

Scope of service:	Castro Elementary School Theuerkauf Elementary School Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	Castro Elementary School Theuerkauf Elementary School Grades: K, 1st, 2nd, 3rd, 4th, 5th	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
Provide summer programs to meet the needs of target students		LCFF Supplemental: 0000 $160,378 CC: 709200	The District provided the following programs and served approximately 575 students Extended School Year (ESY): A program for students who require special education and related services in excess of the regular academic year in order to attain and maintain their level of self-sufficiency. Stretch to Kindergarten (STK): A tuition-free parent participation spring and summer kindergarten readiness program for low-income children who have had no preschool. STK also provides an educational experience that will help prepare families for kindergarten and school. District Summer School: An intervention program for students to fill in learning gaps, prevent summer learning loss, and provide professional development for teachers. Elevate - Silicon Valley Education Foundation: An intervention program that prepares incoming 8th graders to successfully complete Algebra I 8th		RS 0000; CC 709201 - $141,711

			grade Valdez Math Institute: An intervention math program for incoming 6-8 grade students struggling in math to learn a full year's (CCSS modified) course work in 7 weeks ALEARN: An intervention Math program that prepares incoming 6th graders to successfully complete Math 6.0 and possibly accelerate to Algebra Achievement for Language Learners (A.L.L.): A program that supports academic success for 7th and 8th grade Long Term ELs. The program combines academic support in ELA/Literacy along with field trips that motivate and inspire school success. This program also has a parent participation component Castro Elementary School Summer Intervention: A program that provides students intervention, fills gaps, and builds background knowledge		
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

Evaluate and expand the use of EdCaliber to collect, develop, and organize instructional materials and resources aligned to the CCSS		Base Grant:0000 $50,000 CC: 715600	The District worked with EdCaliber (now Lessoneer) to upload all of the new District math curriculum. We then retrained our coaches on the new platform and coaches then rolled out the new features to site teams. At this time, the District has one more year with its contract with Lessoneer and will evaluate whether or not to extend for 2017-18.		RS 0000; CC 715600 - $50,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Continue to purchase instructional software and online programs to support standards based instruction, materials, and student learning and achievement. Including Khan, Rosetta Stone, Lexia and Imagine Learning		Shoreline: 9010 $209,636	All newcomers were provided a license for Rosetta Stone and Imagine Learning. This software was made available within a week of an newcomers enrollment through our new Clever system. All Long Term ELs were also provided a LEXIA license to support reading foundational skills in addition to their regular ELA program. The implementation of this software was inconsistent across the district. Sites where usage goals were met, ELs showed gains in language and reading proficiency. Continued implementation of the software will be monitored for use and fidelity. A district license was purchased for Grammar Gallery to support all teachers with an additional resource to teach English language development and to support designated ELD instruction. Limited licenses were purchased for Reading A to Z and RAZ Kids software for each site to provide additional resources to teachers teaching ELs Levels 1 through 3. We will be increase the amount of licenses for sites due to teacher and administrator request.		RS 9010; CC 959000; Amount $246,263
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Continue use of ST Math		LCFF Supplemental: 0000 $36,672	The District continued to fund site licenses for ST Math for all elementary schools and the ST math intervention program for the middle schools.		RS 9010; CC 959001; $36,672
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Collect data on the use of Special Education iPad devices by teachers to implement the new California standards and monitor progress toward Individualized Education Program (IEP) goals		No funds required	The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. In addition the District hired a new Special Education Director. While the use of iPad devices continued data was not collected with fidelity.		No expenditures in 2015-16
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
Partner with Science is Elementary to provide professional development and mentoring to Castro Traditional Program teachers with a focus on Next Generation Science Standards and Common Core Standards		Shoreline: 9010 $115,000	The District did partner with Science is Elementary to provide professional development and mentoring to teachers at Castro Elementary School with a focus on integrating the Next Generation Science standards and California State Standards. All teachers had two full days of professional development - one in August and on in November. Every classroom has instruction by Science is Elementary staff two times each month for 90 minutes. Each teacher receives monthly mentoring on developing and teaching integrated science lessons.		RS 9590; CC 9590 - $115,000
Scope of service:	Castro Elementary School Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	Castro Elementary School Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Develop an expansion plan for preschool		Base Grant:0000 $100,000	The District did not develop a formal expansion plan for preschool in 2015-16. The District contributed $59,449 to the preschool program to maintain the current program. The District preschool program will receive additional state funding for 2016-17 and will be able to serve more students. The projection is to increase to serve between 168 and 216 students. In 2015-16 the District preschool programs served 128 students. The work on a formal plan will be done in 2016-17.		RS 0000; CC 951100 - $59,449
Scope of service:	Preschool program Grades: Preschool		Scope of service:	Preschool program Grades: Preschool	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Continue to provide supplemental staffing and instruction in math to students in grades 6-8		LCFF Supplemental :0000 $297,966	The District maintained 3.0 FTE additional middle school math teachers to allow the schools to provide daily 90 minute math blocks.		RS 0000; CC 709201 - $178,918 (The Math Coach was included in this item at adoption, but was funded in Goal 2 Instructional Coaching.)
Scope of service:	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th		Scope of service:	Crittenden Middle School Graham Midddle School Grades: 6th, 7th, 8th	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Convene Next Generation Science Standards (NGSS) Task Force to plan implementation of Next Generation Science Standards		Instructional Materials/PD Resource: 0000 CC: 715600 $5000	The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. In addition, the timeline for materials and the assessment for Next Generation Science Standards is delayed until the 2018-19 school year. Because of this , the District decided to hold on the transition plan to the Next Generation Science Standards and will develop the plan in 2016-17.		No expenditures in 2015-16

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Audit before and afterschool program offerings at all school sites. Utilize data collected to inform possible LCAP actions/expenditures in 2016-17 and 2017-18		No Funds Required	The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. Because of this, the District decided to hold on the audit of before and after school programs. The results of the audit and strategic plan have led to the hiring of a District coordinator for RTI2 for 2016-17. The RTI2 plan will be revised and expanded in 2016-17 . Part of the new RTI2 plan will include auditing before and afterschool programming in order to standardize offerings across the District.		No expenditures in 2015-16.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Partner with the Peninsula Bridge Foundation to pilot an afterschool program to support low-income, high achieving students in grades 6 and 7. Work with elementary sites to consider after school programming options		LCFF Supplemental 0000 $100,000	The District partnered with Peninsula Bridge Foundation to implement the Middle School Academy program afterschool for low-income, high-achieving students in grades 6 and 7 from both District middle schools. Approximately 30 students were enrolled in the program in 1015-16. Due to its success, the program will continue in 2016-17. The District has hired a coordinator to develop the Districts RTI2 program which will include afterschool programming options. The coordinator will begin July 1, 2016.		RS 0000; CC 709201 - $100,000
Scope of service:	Crittenden Middle School Elementary Schools Grades: All		Scope of service:	Crittenden Middle School Graham Middle School Grades: 6th, 7th	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	The District went through a comprehensive audit as well as a strategic planning process. Goal 2 will be revised as follows to better align to the goals in the new strategic plan: New Goal 2: *Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap*. The District will hire an Educational Services Coordinator to develop the districts RTI2 plan which will include services for students before, during and afterschool. Based on middle school math achievement data, the District will pilot a blended learning program - Teach to One in 6th grade at both middle schools. Based on student achievement data the district will pilot two types of RTI2 programs at 4 low performing and 1 high performing school. Based on student achievement data, the district will accelerate its Professional Learning Initiative and implement data summits in 2016-17. With revisions to District goals, Professional Development actions and services will be moved to Goal 1. A monitoring system will be developed for the use of instructional software. Based on students achievement data the District will be phasing out Systematic ELD and Constructing Meaning as core English Language Development programs in 2016-17. The District is investigating programs will implement a new program in 2017-18.

Original Goal from prior year LCAP:	Engage all students in learning and applying 21st Century Skills and developing the mindset for successful high school, college, and career pathways.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	LEA Wide Grades: All

	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Maintain or increase course offerings and enrichment opportunities for students 2. Maintain or increase in the number of teachers trained in and students participating in Project Based Learning experiences 3. Development of system to collect data on the use of technology in instruction 4. Inclusion of critical thinking, problem solving, communication, and collaboration strategies and activities in all professional development opportunities for teachers and administrators.		Actual Annual Measurable Outcomes:	1. The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. Because of this, the District decided to maintain enrichment funding and course offerings for the 2015-16 school year. 2. The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. Because of this, the District did not expand its Project Based Learning initiative in 2015-16. 3. This year the District used a product called Clarity from BrightBytes to capture baseline data on the use of technology in instruction. Clarity consists of a research-based survey that is administered twice per school year. Once the survey is completed the company performs statistical analysis on the survey data and delivers a report that can be filtered by school and grade or compared to past data results. 4. The District implemented critical thinking, problem solving, communication, and collaboration strategies and activities in professional development sessions.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Provide funding for site specific and district sponsored enrichment opportunities	Parcel Tax:0000 $87,500	The District provided funding for site specific and district sponsored enrichment opportunities.	RS 0000; CC 714000 - $87,500

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Expand music, art, and PE programs for students in grades K-5		Parcel Tax:0000 $638,550 CC:017902 010602 MVEF: 9010 $350,000	Music, Art and PE programs were expanded for students in grades K-5. Most specifically, PE through Rhythm and Moves was expanded to include two 50 minutes periods each week for all students in grades 1-5. The District had only offered PE through Rhythm and Moves for grades 4 and 5 and classroom teachers were responsible for PE in grades 1-3. The District maintained music and art classes for all students in grades K-5. The District did expand art/music classes to transitional kindergarten classes.		RS 0000; CC 017901 and CC 017902 - $638,550 RS 9010; CC 951211 and CC 951213 - $352,715
Scope of service:	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Maintain Spanish content area classes at Graham Middle School (grades 6 and 8) to allow students from Dual Immersion to continue to attain proficiency in Spanish		Included in standard teachers salaries	Graham Middle School maintained Spanish content classes for students in grades 6 and 7 for students from the District Dual Immersion Program. The District was unable to hire an additional teacher to support grade 8.		Service provided by teachers as included in standard teacher salaries.
Scope of service:	Graham Middle School Grades: 6th, 8th		Scope of service:	Graham Middle School Grades: 6th, 7th	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Students in grades 6 and 7 from the Dual Immersion Program at Graham Middle School)		

Continue to partner with Science by Nature Collaborative, Living Classroom, and the Mountain View Education Foundation to provide environmental education opportunities for students in grades TK-5, 6, and 8 including Science Camp for 5th grade and Nature Bridge Yosemite experience for 8th grade. Research and plan opportunities for students in grade 7		Parcel Tax:0000 $310,968; MVEF: 9010 $130,000	The District continued its partnership with the Science by Nature Collaborative, Living Classroom, and the Mountain View Education Foundation. Students in grades TK-3 participated in hands-on science lessons through Living Classroom, students in grades 4-5 had science experiences including in-class activities and field trips facilitated by the Science by Nature Collaborative through one of the following providers: Hidden Villa, the Marine Science Institute, the Audubon Society, Environmental Volunteers, and Walden West. Students in 5th grade attended the Outdoor Science School at Walden West for 4 days/ 3 nights. Students in grade 8 participated in the NatureBridge program in Yosemite for 4 nights/5 days. This year the collaborative experienced a reduction in funding so the sixth grade students in Mountain View Whisman School District were not able to participate in the science field trips of previous years. In addition, due to the reduction in funding, planning did not take place for seventh grade opportunities.		RS 0000; CC 017802 and CC 090300 - $209,481 RS 9010; CC 951201 and CC 951209 - $130,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 8th	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Support and expand the implementation of Project Based Learning		Shoreline: 9010 $51,025	The District went through a comprehensive audit in fall of 2015, which lead to the development of a new strategic plan in spring of 2016. Because of this, the District did not expand its Project Based Learning initiative in 2015-16. Project based learning continued at Crittenden Middle School and Stevenson Elementary School.		The District did not expand the Project-Based Learning program.
Scope of service:	LEA Wide Grades: All		Scope of service:	Critttenden Middle School Stevenson Elementary School Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide access to Lynda.com just-in-time web-based training courses for all staff to support professional development on software tools and skills and support the implementation of the District Technology Matrix		Shoreline: 9010 $10,000 CC: 959001	The District implemented Lynda.com this school year for all District staff and students. Lynda.com provides thousands of high-quality courses on a broad range of topics, from Microsoft Office to blended learning. During this school year, we saw moderate usage of Lynda.com with more than 100 staff members using the site and 2,490 videos viewed		RS 9010; CC 959001 - $10,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA-wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Partner with the Krause Center for Innovation to provide a one-week course in on technology instruction for elementary teachers to build capacity and support the implementation of the District Technology Matrix		Shoreline: 9010 $30,000 CC: 959001	During Summer 2015, 14 middle school teachers participated in a one-week course on educational technology. The course was provided by the Krause Center for Innovation at Foothill college.		RS 9010; CC 959001 - $30,000
Scope of service:	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th		Scope of service:	Crittenden Middle School Graham Middle School Grades: 6th, 7th, 8th	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Hire a Technology Teacher on Special Assignment (TOSA) to provide training and support for staff as they implement instructional technology in their classroom with an emphasis on the skills outlined in the District Technology Matrix		Shoreline: 9010 $50,000 CC: 959000	The Technology Services department expanded this year by adding an educational technology group. A teacher was hired as the District's first technology integration coach. During the course of the school year, she provided numerous after-school courses for teachers, worked directly with teachers on integrating technology in their classroom and helped teachers implement the Digital Citizenship curriculum		RS 9010; CC 959001 - $50,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Increase and upgrade student devices: • Add Chromebook carts for every third grade classroom • Replace the oldest model of the Chromebooks • Add or replace carts at elementary sites to more evenly distribute the Chromebooks.		Shoreline: 9010 $300,000 CC: 959001	For the 2015-16 school year, 883 Chromebooks were purchased to provide carts to each elementary school for 3rd grade classrooms. An additional 60 Chromebooks were purchased to replace some of the older Chromebooks that are already deployed in the District**.** The data below shows the distribution of Chromebooks across the District's school sites. Mistral's percentage is higher than presented as many of the Chromebook carts that they are using are still listed as Castro Elementary. This will be corrected in the 2016-17 school year. Bubb Elementary School: 581 (10.54%) Castro Elementary School: 625 (11.34%) Crittenden Middle School: 908 (16.47%) Graham Middle School: 1,086 (19.7%) Landels Elementary School: 619 (11.2%) Huff Elementary School: 488 (8.85%) Mistral Elementary School: 55 (1%) Monta Loma Elementary School: 445 (8.07%) Stevenson Elementary School: 320 (5.81%) Theuerkauf Elementary School: 385 (6.98%)		RS 9010l CC 959001 - $300,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide resources, information, and coaching on the 21st Century Framework and incorporate examples of critical thinking, communication, creativity, and collaboration activities in all professional development.		Instructional Materials/PD Resource: 0000 CC: 715600 $5000	Professional Development sessions were developed with a focus on communication, collaboration, critical thinking, and problem solving. The Summer Math Institute was designed to allow teachers to work and learn collaboratively and to communicate their thinking with each other. They had opportunities to engage in critical thinking and problem solving activities in mathematics. The ELA/ELD Framework professional development day was designed to engage teachers in a variety of collaboration and communication strategies that could then be implemented in the classroom.		No expenditures in 2015-16. Part of professional development as outlined in Goal 2.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	The District went through a comprehensive audit as well as a strategic planning process. This goal will be revised as follows to better align to the goals in the new strategic plan: New Goal 3: Ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.

Original Goal from prior year LCAP:	Ensure a safe, healthy, and respectful school environment for all students, staff, parents, and community members.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	LEA Wide Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. Suspension rates reduced 2. 0% expulsion rate 3. All school sites will maintain or increase to a minimum of 97.0% average daily attendance 4. Decrease chronic absenteeism rate from 4.69% to no more than 4.0% in 2015-16 5. Maintain 0% middle school drop out rate 6. Record of professional development completed 7. Climate goals in site plans 8. Reduction in truancy data 9. Protocols for School Attendance Review Board (SARB) 10. Protocols for entering referral and discipline data 11. Updated handbooks 12. Revised safety plans *Mountain View Whisman is a Kindergarten through eighth grade district. As such, the District does not need to measure the following: • High school dropout rate • High school graduation rates	Actual Annual Measurable Outcomes:	1. In 2013-14* the District had the following suspension numbers as reported in CALPADS: **2013-14** **2014-15** All 182 154 Hispanic/Latino 126 102 SED 136 112 *The District is using 2013-14 as a baseline year. Data for 2015-16 will not be available until fall 2016. 2. The District maintained a 0% expulsion rate. 3. All schools maintained 97% Average Daily Attendance or increased attendance rates, but some did not reach the 97% daily rate. See data below. **School** **% ADA 2014-15** **% ADA 2015-16** Bubb 96.83 97.01

Castro	96.56	96.62
Mistral	95.99	97.15
Huff	97.08	97.24
Monta Loma	96.07	96.43
Landels	96.16	96.32
Stevenson	96.90	97.12
Theuerkauf	95.81	96.39
Crittenden	96.46	96.99
Graham	97.02	97.24

4. The District Chronic Absenteeism rate decreased from 4.69% in 2014-15 to 3.92% in 2015-16.

5. The District maintained a 0% middle school drop out rate.

6. The District kept sign-in sheets for all professional development conducted in 2015-16.

7. All Schools included a climate goal in their Single Plan for Student Achievement.

8. In 2014-15, 48.74% of students were considered truant (3 or more unexcused tardies over 30 minutes and/or unexcused absences. In 2015-16 44.02%, of students were considered truant (3 or more unexcused tardies over 30 minutes and/or unexcused absences.

9. The District updated all letters and protocols for both the School Attendance Review Team and the School Attendance Review Board. All secretaries and principals were trained on the new protocols and processes in October 2015. The District added regular communications about attendance in district and school newsletters.

				10. The principals were trained in correctly entering discipline data into the District student information system. They were also provided a handbooks for reference after training. Discipline reports were audited and additional training was provided as needed. 11. Handbooks were reviewed for compliance and alignment. 12. The District is in process of updating all school safety plans and it is anticipated that this will be completed in fall 2016.

LCAP Year: 2015-16				
Planned Actions/Services			**Actual Actions/Services**	
		Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Provide funding for Project Cornerstone at all sites.		Supplemental: 0000 Resource: CC: 709200 $5000	The District did enter into an Memorandum of Understanding with Project Cornerstone so that all sites would have access to their programs and services in the 2015-16 school year.	RS 0000; CC 709200 - $5,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
All schools will include a climate and goal and action plan in the School Site Plan		No Funding Required	All schools included a climate goal and action plan in their Single Plan for Student Achievement.		No expenditures
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Revise and implement district and site safety plans		Base Grant:0000 $5,000 CC:072800	District and site safety plans are in process of being updated. A District-wide emergency drill was held in spring and based on feedback collected after the drill, the District will be refurbishing the medical supplies for all sites.		No expenditures
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Support School and Community Engagement Facilitators to work with staff, students, and parents to develop plans and strategies to maximize student and parent attendance, engagement, and connectedness.		LCFF Supplement: 0000 $580,655 CC: 709201	An additional FTE School Community Engagement Facilitator was hired to support our Mistral Dual Immersion School. These facilitators worked with staff, students and parents in the following ways: Planned and conducted parent information nights Connected parents and staff to school and community resources Strengthened parent engagement in district and site committees and decision-making Worked to build bridges between PTAs, SSC and ELACs with parents and staff Supported attendance initiatives at the site The facilitators have had a very positive impact in the district and at the sites. The District Quality Review mentioned this initiative as highly effective. Next year we will be hiring an additional FTE facilitator to provide more additional support at sites with higher amounts of students at risk.		RS 0000; CC 709201; Amount $614,109
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Continue to implement the new School Attendance Review Team (SART) protocols and implement new District School Attendance Review Board (SARB) protocols		Base Grant:0000 $5,000 CC:074000	The District updated all letters and protocols for both the School Attendance Review Team (SART) and School Attendance Review Board (SARB). The District continued the SART process and implemented a District level SARB process. All secretaries and principals were trained on the new protocols and processes for both SART and SARB in October 2015. The District added regular communications about the importance of attendance in district and school newsletters as well.		RS 0000; CC 074000 - $10,000 (Goals 4E, 4F, 4H)
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide protocols and training for site administrators and support staff to enter office referrals and discipline data into PowerSchool		Base Grant:0000 $2,500 CC:074000	All principals were trained in correctly entering discipline data into the District student information system. They were also provided a handbooks for reference after training. Discipline reports were audited and additional training was provided as needed.		RS 0000; CC 074000 - $10,000 (Goals 4E, 4F, 4H)
Scope of service:	ELA Wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Update School Handbooks with updated student behavior and discipline policies		Base Grant:0000 $3,000 CC:021000	All school handbooks were reviewed for compliance and alignment. A list of next steps was created for the 2016-17 school year.		RS 0000; CC 072800 - $3000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide additional training on alternatives to suspension to middle school administrators and teachers		Base Grant:0000 $2,500 CC:074000	Initial training on alternatives to suspension was completed in 2013-14 and 2014-15. Training in 2015-16 focused on correctly identifying and entering discipline incidents into the district student information system. Based on data additional training on alternatives to suspension is needed.		RS 0000; CC 074000 - $10,000 (Goals 4E, 4F, 4H)
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	The District went through a comprehensive audit as well as a strategic planning process. Goals 4 and 5 will be combined and revised as follows to better align to the goals in the new strategic plan: New Goal 4 for 2016-17: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members**.** Based on District Suspension data, there is a need to continue to train and support principals on alternatives to suspension. Student handbooks still need revisions and all safety plans need to be updated.

Original Goal from prior year LCAP:	Increase engagement, involvement, and satisfaction of staff, parents, and community members in order to achieve successful outcomes for all students		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 _8 Local:
Goal Applies to:	Schools:	LEA Wide Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. Created data dashboard 2. Posted Executive Summary 3. Increase of 5% in parents participating in school and district leadership opportunities 4. Parent trainings scheduled and provided 5. Maintain School and Community Engagement Facilitators and add additional 1.0 FTE for Dual Immersion	Actual Annual Measurable Outcomes:	1.The data dashboard was not yet created because the District needed to update its goals. The staff did do data presentations to the Board of Trustees on the results of state and district assessments as well as reclassification during the 2015-16 school year. 2. A traditional executive summary was not developed for the 2015-16 LCAP, however the District developed several presentations that broke down the LCAP into more easily understood components. 3.1,378 parents participated in school and district leadership opportunities (Parents as Leaders, District English Learner Advisory Committee, English Learner Advisory Council, and School Site Council) in 2014-15. Parent attendance was collected in 2015-16 and data will be available in June. 4. Parent trainings including those listed below were offered at a variety of school sites. Materials were provided to all sites. • Understanding Student CAASPP Score Reports in September • Eureka Math for Parents in October 5. School and Community Engagement Facilitators were maintained at all sites. One additional full time School and Community Engagement Facilitator was included for the Dual Immersion program.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
Maintain existing Community Engagement Facilitators and add additional 1.0 FTE for Dual Immersion School		LCFF Supplemental: 0000 $580,655 CC: 709201	The District maintained the existing School and Community Engagement Facilitators and hired an additional Facilitator for Mistral School (Dual Immersion).		RS 0000; CC 709201- $644,109
Scope of service:	0 FTE: Monta Loma, Castro Traditional Program, Dual Immersion (Mistral), Theuerkauf Landels, Graham Crittenden 0.6 FTE: Bubb 0.2 FTE: Stevenson, Huff Grades: All		Scope of service:	1.0 FTE: Monta Loma, Castro, Mistral, Theuerkauf, Landels, Graham, and Crittenden 0.6 FTE Bubb 0.2 FTE Stevenson and Huff Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

Expand efforts with Foothill Family Engagement (FEI) and Mountain View to provide various parent education modules and sessions.		LCFF Supplement: 0000 $15,000 CC: 709201	The district provided the following workshops: Parents As Leaders: Three 2 hour sessions for 8 weeks. This was expanded from two 8 week sessions to three. Achievement of Language Learners: Three 2 hour sessions for 8 weeks. This was expanded from two 8 week sessions to three.		RS 0000; CC 709201 - $15,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide and expand Level I and Level II trainings of Parent Institute Quality Education at Graham and expand offering of Level I at Crittenden Middle School and Castro Elementary School		LCFF Supplement: 0000 $30,000 CC: 709201	The district conducted a Level I and Level II Parent Institute for Quality Education at Graham. There were about 45 participants. Castro conducted a Level I and Level II Parent Institute for Quality Education this year, which was one additional this year. We were not able to have Parent Institute for Quality Education at Crittenden Middle School. Any open slots at Castro and Graham were made available to other schools. This institute has been well attended and received, and the district will be expanded it to other school sites.		RS 0000; CC 709201 - $30,000
Scope of service:	Castro Elementary School Crittenden Middle School Graham MIddle School Grades: All		Scope of service:	Castro Elementary Graham Middle School Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Expand efforts with PEI to provide various parent education modules and sessions.		Supplemental: 0000 $15,000	Theuerkauf, Monta Loma and Crittenden received services this year. Each school had services provided such as Strengthening Families Workshop, Triple P Family Workshop, individual counseling and family therapy. At Crittenden this year services were limited because of a lack of space due to construction. We expanded PEI services to include more students and families at Graham Middle School and Castro Elementary.		RS 0000; CC 709201 - $15,000
Scope of service:	Theuerkauf Elementary School Monta Loma Elementary School Crittenden Middle School Castro Elementary School Graham Middle School Grades: All		Scope of service:	Theuerkauf Elementary School Monta Loma Elementary School Crittenden Middle School Castro Elementary School Graham Middle School Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Continue to provide at least 3 workshops on topics related to the implementation of the California standards. Hold the workshops at sites instead of at the District office and provide training materials to all site administrators and post on the District website so that duplicate trainings can be held		No Funding Required	The following parent education presentations were created and shared with principals to support training parents at the sites: Presentations on Understanding Student CAASPP Score Reports were shared in September. Eureka Math for Parents was shared in October.		No expenditures required Part of regular staff responsibilities
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Work collaboratively with staff, parents, and community to gather input, and provide leadership training to increase participation in District and school site leadership opportunities.		Work of Community Engagement Facilitators. No additional funding required.	District conducted Parent As Leaders class as a joint effort with Family Engagement Institute. 3 4 week sessions Throughout the year staff, parent and community input is solicited through parent meetings, such as SSC, ELAC, DELAC, surveys, newsletters. Communication personel was hired to support in methods to gather input from all stakeholders. DAC. Staff and Parent surveys have been conducted both on line and paper to gather input for the LCAP revision and the strategic plan. School Community Engagement Facilitators were utilized at the sites to encourage communication, increase partipation and school site leadership.		No additional fundi ng required.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Continue to increase participation by members of the Learning Challenges Committee in school site advisory groups and other District and site leadership groups and/or committees.		Work of Special Education Director & Community Engagement Facilitators. No additional funding required.	Currently, the Learning Challenges Committee has 12 active members. Members of the committee participate on the following Committees: 1. SELPA 1 Community Action Committee 2. District Task Force on Specific Learner Needs 3. District Facilities 4. School Attendance Areas Advisory Committee		No expenditures
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
Continue to use a consultant to support the development and implementation of a two-way communication plan that ensures all stakeholders, including staff, students and parents, have a voice in the District's vision, priorities, and strategies and includes a system of regular communication.		Base Grant:0000 $10,000	The District hired a 0.5 FTE Public Information Officer to manage District communications.		RS 0000; CC 018400 - $10,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Collaborate with the District Board of Trustees to develop a data dashboard that organizes District data to show progress toward achieving district goals		Base Grant:0000 $10,000	The data dashboard was not created because the District needed to update its goals. The District will create a dashboard or plan for communicating progress toward goals once the Strategic plan is completed in June 2016. The staff did do data presentations to the Board of Trustees on the results of state and district assessments as well as reclassification during the 2015-16 school year.		RS 0000; CC 018400 - $10,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Develop an Executive Summary of the MVWSD LCAP to support the community in understanding District Goals, Actions, and Expenditures		Included with Communication Consultant above	A traditional executive summary was not developed for the 2015-16 LCAP, however the District developed several presentations that broke down the LCAP into more easily understood components. A more formal executive summary of the 2016-17 LCAP and annual update will be developed with support from the Public Information Officer.		No expenditures in 2015-16.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	The District went through a comprehensive audit as well as a strategic planning process. Goals 4 and 5 will be combined and revised as follows to better align to the goals in the new strategic plan: New Goal 5 for 2016-17: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members				

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

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:	3058683

The district allocates funds for Targeted Students and local revenue to improve outcomes for all students with a focus on low income, English Learners, and Foster Youth. The District believes that the greatest impact comes from improved instruction through coaching and intervention, additional courses in math, and greater parent and student engagement.

The District has allocated $240,000 in target student support funding to continue to have additional middle school math teachers (Goal 2) to provide differentiated instruction based on the students current proficiency. Based on standardized tests, the District's statistically significant subgroups had high percentages of students not meeting standards on the math assessments especially in middle school. To support students in being able to have instructional pathways that provide quality instruction, extra support, and more time we are offering resources. Our goal is to have all students leave the eighth grade proficient in their ending course, Math 8, Algebra I or Geometry. We will measure the success based on the SBAC assessments for 2015-16 as well as the number of students in our accelerated math tracks.

The district expects to spend $460,000 to continue supporting School and Community Engagement Facilitators (Goal 4). These positions are allocated to those sites that exceed 30% concentration of targeted students. Those schools below 30%, share an engagement facilitator with FTE allocations based on the percentage of targeted students. Sharing these positions allows us to meet the needs of parents and students at all sites but allocate the Targeted Student Support funds to the most needy sites. These positions are responsible for ensuring that families and students designated as low-income, ELL, and Foster Youth have access to and are provided with the appropriate resources to improve student learning and achievement. The decision to hire School and Community Engagement Facilitators comes from parent and teacher surveys asking for additional parent education, student advocacy and communication. The facilitators are collecting data in 2015-16, including attendance and achievement scores for target students and participation by parents at school and district events or in leadership roles in site or District groups. Based on this data, facilitators will collaborate to develop additional parent education and access to community resources to increase achievement.

Further $1,132,000 of Targeted Student Support funding (Goal 2) was allocated to sites, based on each school's percentage of target students, for school site level intervention to support students who needed further instructional opportunities to be academically successful.

The District will pilot a Response to Intervention model at four lowest performing elementary schools at an expense of $550,000 (Goal 2). The pilot includes District funding for an 1.0 FTE intervention teacher, a 6-hour instructional assistant, common preparation periods, and supplemental materials at each school. The District will also pilot a Response to Intervention model at one higher performing school at an expensive of $ 80,000. This pilot will include one science teacher and supplemental materials for instruction in science.

The District will continue the use of certificated instructional coaches at an estimated cost of $880,000 (Goal 2). The primary goal of the instructional coaches is to work with classroom teachers and improve instructional practice for all students, with a specific focus on targeted student population of English Learners, Socioeconomically Disadvantqaged, and Foster Youth. The qualified coach at each elementary school and three coaches for the two middles schools to share bring experiences and guidance to change and improve the educational practice of the classroom teacher.

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

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

8.46	%

The District has identified that its unduplicated student count is 42.27% generating $3,058,683 in supplemental grant funding. Based on this amount the District calculated its MPP to be 8.46%. The District provides services to the targeted student population in excess of the required $3,058,683 or the MPP percentage of 8.46%. The District spends over 10% of its general fund revenue on the LCAP goals and specifically targets low income, foster youth and English language learners with supplemental programs outlined in the plan. Key budgeted items identified in these goals and utilizing the supplemental funds are highlighted below:

1. Continue Community Engagement Facilitators (Goal 4): $450,000
2. Continue Targeted Student Support Intervention funding (Goal 2): $1,132,000
3. Continue Summer Programs available for all students K-8 (Goal 2): $200,000
4. Continue Middle School Math Pathways (additional teachers) (Goal 2): $240,000
5. Response to Intervention Pilot at five school sites (Goal 2): $780,000
6. Continue Certificated Instructional Coaches (Goal 2): $880,000

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1– June 30).

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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