Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View Whisman School District	Cathy Baur Chief Academic Officer	cbaur@mvwsd.org (650) 526-3500 ext. 1125

Goal 1

Goal Description
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards in ELA on the California Assessment of Student Performance and Progress (CAASPP).	71% of students met or exceeded standards in ELA in spring 2019. The following are the percentages of students in each significant subgroup that met or exceeded	Data for this metric will not be available until summer 2022. The data will be analyzed when available. The outcomes will be updated as part of the annual update for the 2022-23 LCAP.	Data for this metric will not be available until summer 2023. The data will be analyzed when available. The outcomes will be updated as part of the annual update for the 2023-24 LCAP.	64% of students met or exceeded standards in ELA in spring 2023. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in spring 2023:	80% of students overall will meet or exceed standards in ELA The following are desired outcomes for students in significant subgroups:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	standards in ELA in spring 2019: Socio Economically Disadvantaged (SED) - 44% English Language Learners (ELL) - 20% Reclassified Fluent English Proficient (RFEP) - 70% Students With Disabilities (SWD) - 25% Hispanic/Latino - 49% Asian - 90% White - 87% CAASPP Assessments were not given in Spring 2020 or 2021	Data for the Spring 2022 CAASPP Assessments Added in Fall 2022: 66% of students met or exceeded standards in ELA in spring 2022 on the California Assessment of Student Performance and Progress (CAASPP). The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in spring 2022: Socio Economically Disadvantaged (SED) - 34% English Language Learners (ELL) - 13% Reclassified Fluent English Proficient (RFEP) - 66% Students With Disabilities (SWD) - 29% Hispanic/Latino - 38% Asian - 90% White - 83%		Socio Economically Disadvantaged (SED) - 31% English Language Learners (ELL) - 9% Reclassified Fluent English Proficient (RFEP) - 62% Students With Disabilities (SWD) - 27% Hispanic/Latino - 33% Asian - 90% White - 83%	Socio Economically Disadvantaged (SED) - 60% English Language Learners (ELL) 41% Reclassified Fluent English Proficient (RFEP) - 79% Students With Disabilities (SWD) - 47% Hispanic/Latino - 63% Asian - 93% White - 90%
Decrease by 10 percentage points the number of students	64% of students met or exceeded	Data for this metric will not be available until summer 2022.	Data for this metric will not be available until summer 2023.	58% of students met or exceeded	80% of students overall will meet of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
both overall and in significant subgroups not meeting standards in math on the California Assessment of Student Performance and Progress (CAASPP)	standards in math in spring 2019 The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2019: Socio Economically Disadvantaged (SED) - 32% English Language Learners (ELL) -18% Reclassified Fluent English Proficient (RFEP) - 60% Students With Disabilities (SWD) - 22% Hispanic/Latino - 36% Asian - 89% White - 84% CAASPP Assessments were not given in Spring 2020 or 2021	The data will be analyzed when available. The outcomes will be updated as part of the annual update for the 2022-23 LCAP. Data for the Spring 2022 CAASPP Assessments Added in Fall 2022: 59% of students met or exceeded standards in math in spring 2022 on the California Assessment of Student Performance and Progress (CAASPP). The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2022: Socio Economically Disadvantaged (SED) - 24% English Language Learners (ELL) -12% Reclassified Fluent English Proficient (RFEP) - 54%	The data will be analyzed when available. The outcomes will be updated as part of the annual update for the 2023-24 LCAP.	standards in math in spring 2023. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2023: Socio Economically Disadvantaged (SED) - 23% English Language Learners (ELL) - 11% Reclassified Fluent English Proficient (RFEP) - 52% Students With Disabilities (SWD) - 23% Hispanic/Latino - 23% Asian - 89% White - 78%	exceed standards in math The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 50% English Language Learners (ELL) - 41% Reclassified Fluent English Proficient (RFEP) - 71% Students With Disabilities (SWD) - 43% Hispanic/Latino - 53% Asian - 92% White - 89%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Students With Disabilities (SWD) - 23% Hispanic/Latino - 25% Asian - 90% White - 81%			
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards District iReady ELA Diagnostic 3 in May 2021	71% of students met or exceeded standards in ELA in spring 2021 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in May 2021: Socio Economically Disadvantaged (SED) - 37% English Language Learners (ELL) 26% Reclassified Fluent English Proficient (RFEP) - 65% Students With Disabilities (SWD) 31% Hispanic/Latino - 41% Asian - 90% White - 84%	71% of students met or exceeded standards in ELA in spring 2022 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in May 2022: Socio Economically Disadvantaged (SED) - 34% English Language Learners (ELL) 27% Reclassified Fluent English Proficient (RFEP) - 64% Students With Disabilities (SWD) 35% Hispanic/Latino - 39% Asian - 91% White - 84%	66% of students met or exceeded standards in ELA in spring 2023 on iReady Diagnostic 3. The following are the percentages of students in each significant student group that met or exceeded standards in ELA in May 2023: Socio Economically Disadvantaged (SED) - 32% English Language Learners (ELL) 23% Reclassified Fluent English Proficient (RFEP) - 65% Students With Disabilities (SWD) 34% Hispanic/Latino - 35% Asian - 89% White -83 %	58% of students met or exceeded standards in ELA in November 2023 on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in ELA in November 2023: Socio Economically Disadvantaged (SED) - 22% English Language Learners (ELL) 12% Reclassified Fluent English Proficient (RFEP) - 59% Students With Disabilities (SWD) 26% Hispanic/Latino - 27% Asian - 82% White - 74 %	80% of students overall will meet of exceed standards in ELA. The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 54% English Language Learners (ELL) -46% Reclassified Fluent English Proficient (RFEP) - 74% Students With Disabilities (SWD) - 50% Hispanic/Latino - 57% Asian - 92% White - 89%
Decrease by 10 percentage points the	66% of students met or exceeded	68% of students met or exceeded	64% of students met or exceeded	52% of students met or exceeded	80% of students overall will meet of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
number of students both overall and in significant subgroups not meeting standards District iReady math Diagnostic 3 in May 2021	standards in math in spring 2021 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in May 2021: Socio Economically Disadvantaged (SED) - 30% English Language Learners (ELL) 23% Reclassified Fluent English Proficient (RFEP) - 61% Students With Disabilities (SWD) 29% Hispanic/Latino - 34% Asian - 91% White - 80%	standards in math in spring 2022 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in May 2022: Socio Economically Disadvantaged (SED) - 29% English Language Learners (ELL) 25% Reclassified Fluent English Proficient (RFEP) - 64% Students With Disabilities (SWD) 30% Hispanic/Latino - 33% Asian - 92% White - 81%	standards in Math in spring 2023 on iReady Diagnostic 3. The following are the percentages of students in each significant student group that met or exceeded standards in Math in May 2023: Socio Economically Disadvantaged (SED) -28 % English Language Learners (ELL) 23% Reclassified Fluent English Proficient (RFEP) - 63% Students With Disabilities (SWD) 30% Hispanic/Latino - 31% Asian - 91% White - 84%	standards in Math in November 2023on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Math in November 2023: Socio Economically Disadvantaged (SED) - 15% English Language Learners (ELL) 11% Reclassified Fluent English Proficient (RFEP) - 53% Students With Disabilities (SWD) 23% Hispanic/Latino - 18% Asian - 81% White - 70%	exceed standards in math. The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 49% English Language Learners (ELL) -44% Reclassified Fluent English Proficient (RFEP) - 72% Students With Disabilities (SWD) - 48% Hispanic/Latino - 45% Asian - 93% White - 83%
Reclassification rate	The reclassification rate in 2021 was 16.3% (initial) Corrected Rate: 10.8% (adjustment made due to a reporting error).	The reclassification rate in 2021-22 was 12.2%. Please note that the percentage reported in last year's LCAP was incorrect. The actual reclassification rate in 2020-21 was 10.8%	The reclassification rate in 2022-23 was 15.8%	The reclassficiation rate as of October 2023 is 14.95% The calculation of the reported reclassification rate in past versions of the LCAP was based on the August-June school year. After	Increase the reclassification rate to 24.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				research and consulting with CA Department of Education staff, we have adjusted the way we calculate reclassification rate to match the state's method. The time period is now October to October (between census dates) and the percentage is derived as follows: (Reclassified between October 2022 and October 2023) / (Reclassified between October 2022 and October 2023 + ELs in October 2023)	
Percentage of Long Term English Language Learners	5.3% of students were Long Term English Language Learners	10.2% of ELs are LTELs in the spring 2022. Please note that the percentage reported in last year's LCAP was incorrect. The actual percentage of ELs who were LTELs in Spring 2021 was 13%	4.9% of MVWSD ELs are LTELs in spring 2023.	2.8% of EL students are Long Term English Learners.	Decrease the percentage of Long Term English Language Learners to 3.0%
English Learners who maintained a level 4 or gained a level on the spring 2021 ELPAC	37% of English Learners who participated in the Summative ELPAC with MVWSD in 2021	Data for this metric will not be available until summer 2022. It will be updated and	Data for this metric will not be available until summer 2023. It will be updated and	53.7% of English Learners who participated in both the 2022 Summative and the 2023	56% of English Learners will maintain a level 4 or gain one or more levels on the ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	maintained a level 4 or gained one or more levels.	added to the 2022-23 LCAP Data added in Fall 2022: 51% of English Learners who participated in the Summative ELPAC with MVWSD in 2021 maintained a level 4 or gained one or more levels.	added to the 2023-24 LCAP	Summative gained one overall level or maintained a 4.	
Percentage of students who made 1 year's growth in English Language Arts based on the results of iReady assessments	55% made one year's growth in Reading	62% made one year's growth in Reading in 2021-22	60% made one year's growth in Reading in 2022-23	Not Available until May	75% of students will make one year's growth.
Percentage of students who made 1 year's growth in mathematics based on the results of iReady assessments	47% made one year's growth in math	61% made one year's growth in math In 2021-22	58% made one year's growth in math in 2022-23	Not Available until May	70% of students will make one year's growth.
Designated English Language Development Schedules	All English Language Learners received Designated English Language Development in the 2020-21 school year as part of regular instruction as evidenced by	All sites submitted master schedules that indicated when designated ELD took place during the school day in Fall 2021-22, with a minimum of 120 minutes a week in TK-	2022-23: 100% of sites submitted master schedules for ELD	Completed	100% of schools will have Designated ELD outlined for all classes on their instructional schedules.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	walkthroughs and meetings with site administrators. Having sites develop and submit formal instructional schedules for all classrooms is a new process that will be implemented in 2021-22 and baseline data will be updated in the 2021-22 LCAP	K and 150 minutes a week in grades 1-8. District administrators visited every site to walk through classrooms and work collaboratively with site leaders on the administration and management of designated ELD, including addressing professional development needs for teachers.			
Newcomer Plans	While the District and sites have plans for newcomers they are not formalized nor does the District have consistent criteria that must be met.	Sites began to formulate and implement individual strategies to address the needs of newcomers in 2021-22 with mixed success. The District will develop a comprehensive Newcomer Plan.	This metric has been removed from the LCAP as it was determined it was an action rather than a metric. Goal 1, Action 13 describes the District's action steps to support newcomer students.	Implemented a new Newcomer Monitoring Protocol which monitors newcomer progress at least three times every school year coinciding with the end of each trimester. Newcomers at each site also receive standardized curricular resources, dedicated newcomer support periods, and computer-based supplemental support.	This Metric has been removed from the LCAP. Initial desired outcome:100% of schools will have consistent newcomer plans that are effective and meet District criteria. New desired outcome: The District will implement a districtwide plan for newcomers.
Disproportionality - MVWSD is significantly disproportionate within Special Education by overrepresentation of	At the end of the 2019-20 MVWSD had 50% of students identified as Hispanic/Latino also identified as having a	At the end of the 2020-21 school year, MVWSD was identified as disproportionate in identifying	At the end of the 2021-22 school year MVWSD was again identified as disproportionate in identifying	Not available yet.	This desired outcome was revised for 2023-24: Decrease Identification rate to 3.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Hispanic/Latino students in the specific learning disability category.	Specific Learning Disability, thus identifying MVWSD as significantly disproportionate	Hispanic/Latino students as students with a disability; with an identification rate of 4.97 per CDE, which is 3.0 over the target identification rate. The CDE goal for the 2020-21 school year for MVWSD was 1.97 identification rate. This rate is known as the Risk Ratio rate and is determined by dividing the risk of a particular outcome for children in one racial or ethnic group within a LEA (analysis group) by the risk of that same outcome for children in all other racial or ethnic groups within the LEA (comparison group). The District will measure this metric using the Risk Ratio moving forward.	Hispanic/Latino students as students with a specific learning disability (SLD); with an identification rate of 3.54 per CDE, which is still over the 3.0 threshold for target identification though improved from the previous year. The CDE goal for the 2020-21 school year for MVWSD was and will continue to be a 1.97 identification rate.		Original Desired Outcome: Be cleared from being identified as significantly disproportionate - MVWSD will have a match in overall percentage of our Hispanic/Latino population to that identified as having a Specific Learning Disability
Implementation of Academic Content Standards Self Reflection Tool Rubric	The State Board of Education adopted self-reflection tool for implementation of state standards was completed and approved on June 17, 2021	The State Board of Education adopted self-reflection tool for implementation of state standards was completed and approved on June 16, 2022	The District had all 4's and 5's with the except of one 3 on the Self Reflection tool for implementation of state standards.	Not available yet	This desired outcome was revised for 2023-34. Obtain rubric scores of at least 4 on all areas of the Academic Content Standards Self Reflection Tool Rubric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					Original Desired Outcome: Yearly completion and approval of the State Board of Education adopted self-reflection tool for implementation of state standards
Revised Metric: Course Access - Percentage of students in grades 1-8 that have access to a Broad Course of Study Original Metric:Implementation of Broad Course of Study Self Reflection Tool	The State Board of Education adopted self-reflection tool for a broad course of study was completed and approved on June 17, 2021	The State Board of Education adopted self-reflection tool for a broad course of study was completed and approved on June 16, 2022	2022-23 100% of students have access to a broad course of study based on data from the District's student information system	2023-24 100% of students have access to a broad course of study based on data from the District's student information system	Revised Desired Outcome: 100% of students in grades 1-8 will have access to a broad course of study based on data from the District's information system Original Desired Outcome: Yearly completion and approval of the State Board of Education adopted self-reflection tool for a broad course of study
The percentage of parents who agreed or strongly agreed that their child had access to a broad range of subjects on the LCAP/Climate Survey.	73% agreed or strongly agreed	78% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	82% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	Not available yet	Increase to 80% agree or strongly agree

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Instructional Coaches** Provide 1.0 FTE Instructional coach for each elementary school and 1.0 FTE instructional coach for each of the following subjects in middle school: Social Studies, Science, English Language Arts and mathematics. The two middle schools will share. Provide 1.0 FTE Districtwide technology coach and continue with coach focused on English Language Development and Newcomers. Research indicates that coaching is an essential component of an effective professional development program. Coaching builds will, skill, knowledge, and capacity for all teachers.	Yes	Partially Implemented	All elementary schools have 1.0 FTE Instructional Coach. Middle schools have 1.0 FTE Content Area Coaches for Social Studies, Math, and English Language Arts. 1.0 FTE for Science is an unfilled position as of December 2023-24. 1.0 FTE is provided for Technology and 1.0 FTE is provided English Language Development and Newcomers.		$2,449,232.00	957,059
1.2	**Data Platform - SchoolCity** Use SchoolCity to administer classroom assessments and monitor student achievement throughout and across school years. SchoolCity allows teachers to see how their students are performing and to use that information to personalize instruction and provide additional support.	No	Fully Implemented	SchoolCity continues to be used as a platform for districtwide assessments and reporting.		$38,000.00	38,851
1.3	**iReady Assessment and Instruction**	No	Partially Implemented	i-Ready Diagnostics for grades K-8 were admnistered successfully		$184,008.00	184,008

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Implement iReady as the District's diagnostic assessment for grades K-8 three times per year, August, December and May and provide the instructional component to all teachers to use as a supplement. These assessments help teachers identify what students know and can do in different domains to support their students' learning. Results are disaggregated after each administration, shared with the community and individual reports are sent to parents/guardians.			in August and December. Results were disaggregated and shared with Board and community. parents received their child's individual reports via PowerSchool Parent Portal. Spring Diagnostic are scheduled to be administered in May 2024.			
1.4	**Analyze, disaggregate, and report on student achievement data** Disaggregate and analyze student data from state and District assessments/reports using the Districts data protocol and universal data cycles implemented in 2022-23 to ensure equitable access and achievement for all students with a focus on English Learners, Socio-Economically Disadvantaged students, foster youth, Students with Disabilities and other significant subgroups. Revise and refine as necessary.	No	Partially Implemented	All school sites are engaging in the Universal Data Cycle Protocol and following the Universal Data Cycle Calendar. State and district assessment data (along with other formative assessment data) is being analyzed by all school grade level and department teacher teams regularly. As of December 2023, two Data Cycles have been implemented. Data Cycle 3 starts in January.		$0.00	0
1.5	**Response to Instruction** Continue to implement and refine the District's Response to Instruction Plan. At the elementary	Yes	Fully Implemented	Response to Intervention is being implemented as planned at both elementary and middle		$2,172,357.00	943,026

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	level, each site has dedicated STEAM teachers that provide instruction to students and allow classroom teachers to work with small groups of students to meet intervention or enrichment needs. At the middle school level, students who need intervention are given an RTI period in their schedule. RTI benefits students because its data-driven instruction and regular progress monitoring help tailor instruction to what students need.			school levels. Student data is used to make adjustments to RTI student groups and provide student support.			
1.6	**Summer Programming** Provide a variety of summer programs via the Expanded Learning Opportunities Program in partnership with Right At School and YMCA. In Summer 2023 MVWSD will provide students access to the following programs: MVWSD+ Summer Camp, operated by YMCA and RAS Teacher-led enrichment workshops Elevate Math Valdes Summer Math Institute Peninsula Bridge Summer District staff will continue to refine ELOP summer intersession programming.	No	Fully Implemented	Summer Programming was completed as planned. Approximately 700 students were served. Planning for 2024 Summer Programming has begun.		$396,000.00	592,081
1.7	**Targeted Student Support Funding**	Yes	Partially Implemented	All sites were allocated funds and are spending		$329,800.00	51,383

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The District allocates each school funds to support target students - English Learners, Foster Youth and Socio-Economically Disadvantaged students. Allocations are based on each sites' unduplicated count and are used to provide supplemental programs to improve student outcomes.			them to support unduplicated students.			
1.8	**Director of Equity** The District will continue to have an Equity Director. The Equity Director is charged with assisting the Superintendent in the development and implementation of proactive diversity, equity, and inclusion initiatives to support the district plans. She is expected to engage classified and certificated staff, families, and students to build an inclusive environment in schools along with championing the importance and value of a diverse and inclusive environment for all who learn, work, and partner with the district. The Equity Director is also responsible for designing and implementing training initiatives on cultural competencies and other topics to increase awareness and to support the value of equity and inclusion and work collaboratively with District-level instructional leaders to support the use of culturally relevant pedagogy and practice.	Yes	Fully Implemented	Completed. District continues to fund this position in this capacity and the job scope has remained the same.		$275,289.00	127,289

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.9	**Designated English Language Development** Maintain existing Designated English Language Development expectations: 150 min/week of explicit language development time for every student, clearly outlined on each school's schedule. Continue to provide support to sites and staff to refine Designated English Language instruction. Designated English Language Development instruction focuses on English Learners developing the language skills needed to learn content taught in English and develop academic proficiency.	No	Fully Implemented	Currently being implemented as designed.		$0.00	0
1.10	**Designated English Language Development** Provide every K-5 teacher a subscription to Reading A-Z and access to Grammar Gallery to supplement Designated English Language Development lessons. Research and possibly add additional programs. These subscriptions provide additional tools and materials teachers need to help students build their oral language, reading, and writing skills and achieve academic language proficiency.	No	Fully Implemented	Complete		$100,000.00	72,292

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.11	**Designated English Language Development** Continue to audit site Designated English Language Development practices to identify strengths and areas of growth and compile best features and practices across the district to continue to improve Designated English Language Development instruction and improving outcomes for English Language Learners.	No	Partially Implemented	In progress. Site visits/audits take place approximately once per month for each site.		$0.00	0
1.12	**Integrated English Language Development** Teachers will continue to incorporate best practices for Integrated English Language Development into all subject areas as demonstrated by evidence of key SIOP strategies in every classroom. This expectation will be supported by district and site professional development as well as regular integrated ELD walkthroughs/feedback sessions for teachers by district and site administrators.	No	Partially Implemented	In progress. Site visits/audits take place approximately once per month for each site.		$30,000.00	13,500
1.13	**English Language Learners - Newcomers** The District will Implement a newcomer plan with supplemental resources in 2023-24. The plan will include the hiring of three Newcomer teachers - one for each middle school and one itinerant	No	Fully Implemented	Two elementary and two middle school newcomer teachers were hired and trained to provide tailored language instruction to newcomers (in addition to their normal schedule). Various forms of Professional		$469,288.00	121,579

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	teacher to be shared among the elementary schools.			Development is taking place to support the development of these teachers' practices.			
1.14	**Progress Monitoring** A more centralized system of Progress Monitoring will be designed in summer 2023 and implemented in winter 2024, to be aligned with the district's MTSS system. Teachers and principals will focus more on individual RFEP students who are not making adequate progress. Progress monitoring happens consistently in MVWSD although improving processes and procedures will make it easier for administrators and teachers to ensure that students are making appropriate progress in acquiring English and content proficiency.	No	Partially Implemented	The new Progress Monitoring process will take place in December, with follow ups in January.		$0.00	0
1.15	**Co-Teaching** The District will continue to implement co-taught classes in English Language Arts and mathematics at both middle schools. Two co-taught Transitional Kindergarten classrooms and one preschool co-taught class will be added for 2023-24 Co-teaching allows more opportunities for small group and one-to-one learning and stronger	No	Fully Implemented	Co-taught classrooms are staffed and fully operating. Co-teachers have been offered professional development with Susan Hentz in August and October, 2023. Coaching has been provided with Susan Hentz and Coordinator Nelson monthly with co-teachers at the middle school level. Due to a trimester		$9,000.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	modeling during lessons as two teachers are collaborating on lesson design.			change in teachers, the TK co-teachers were designated for coaching in Spring 2024.			
1.16	**Intensive Reading Instruction** The District will continue to provide an intensive reading curriculum to all schools to better support students with building foundational reading skills with a focus on Students with Disabilities. The curriculum will be taught at least three days per week. Teachers will use identified progress monitoring systems within the curriculum to determine and plan for continued instruction. Reading Intervention provides students with an opportunity to increase reading skills at their instructional level. A key aspect of reading intervention is developing self-esteem through acquisition of reading and writing skills and strategies. Students gain confidence and their skills improve through instruction in decoding, comprehension, writing, study skills, This action also tied to actions in the District's approved Comprehensive Coordinated Early Intervening Services (CCEIS) plan and Special Education Plan (SEP)	No	Fully Implemented	The Special Education Department has purchased and distributed curriculum for teachers providing this intervention. Teachers were provided training in August on use of the curriculum.		$42,417.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.17	**Multi Tiered System of Support** Develop MVWSD's Multi Tiered System of Support (MTSS) to improve instruction, differentiate learning and align systems. Over the course of the 2023-24 school year a MTSS planning team will fully implement Universal Data Cycles (UDC) and Coordination of Services Team (COST) processes. The team will also gather feedback on UDC and COST process to revise and refine as needed. Site leaders will be training on new SST process and they will be implemented. The team will also examine current practices in academics, social & emotional, and behavior to build upon tiered system of interventions. The development of this Framework will allow the District to address both the academic and non-academic needs of all students. The framework will be comprehensive and detail how and when to administer support and allow for the tools and time to implement such strategies. This action also encompasses actions outlined in the District's approved Comprehensive Coordinated Early Intervening Services (CCEIS) plan.	No	Fully Implemented	MTSS implementation has continued with implementation of Coordination of Services Team (COST) and Student Study Team (SST), in addition to Universal Data Cycles (UDC). School teams received refresh training on COST and SST in the Fall. A year long UDC calendar was developed and shared districtwide. Site leaders and teams are supported with the launch of each new data cycle through training, reminders, and presentation templates. MTSS & PowerSchool integration -The district office MTSS team in partnership with the District's technology department developed and launched the MTSS reports and meeting forms in PowerSchool, as well as collected feedback from site leaders to work on future improvements. The MTSS reports allow site leaders and teams to see a snapshot of COST & SST, as well as list of students in either COST or SST at the site level. MTSS Check-ins - site leaders meet with varying members of the district office MTSS team		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				once per data cycle to collaborate on MTSS implementation of UDC, COST, and SST at the site level.			
1.18	**Equity Seminars** The district is engaging all staff in a series of workshops designed to increase knowledge related to the topic of Equity. These seminars are designed collaboratively by district leadership and delivered by the district's Equity Director. The Director of Equity will continue to meet with both principals and teachers to address equity-related issues. For the 2023-24 school year, the Director will engage principals, teachers, and staff in training sessions about addressing bias-motivated incidents and attitudes at the middle schools, particularly. The trainings will include presentations and collaborative workshops.	No	Partially Implemented	In progress. The Director of Equity continues to provide professional develop		$500.00	0
1.19	**Addressing Significant Disproportionality** The district will address significant disproportionality to support Hispanic/Latino students, both English only and English Learners, to meet academic targets by partnering with Stanford's Center to Support Excellence in Teaching. The results of the data collected during the 2022-23 school year will be analyzed by a faculty panel	No	Partially Implemented	In progress. Dr. Laura Bonnet-Hill at Stanford's Center to Support Excellence in Teaching will be conducting a listening session with a cohort of first grade teachers in our district in order to develop and deliver teacher professional development on early		$17,000.00	2,272.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(Learning Lab). Professional learning targets will be developed and training will be provided to student-facing staff at our target population schools. Additionally, next year we will be adding personnel to support these efforts. This action is also tied to actions in the District's approved Comprehensive Coordinated Early Intervening Services (CCEIS) plan.			literacy for multilingual learners by the end of the school year.			
1.20	**Dyslexia Plan** The District has been working to develop a Dyslexia Plan. The plan is designed to identify and provide academic supports to students experiencing reading difficulties or who are identified as at risk for dyslexia. In 2023-24 the District will continue to implement universal screening and work to expand its plan. Professional development will be provided to teachers and support staff.	No	Fully Implemented	Dyslexia Plan - District staff developed and presented a dyslexia plan to the Board of Trustees in the Fall, which included a vision for literacy in MVWSD, steps to move to a structured literacy approach (including adopting a new curriculum), and leveraging MTSS to support the literacy needs of all students. Universal Screening - screening continued using the i-Ready Dyslexia screener for grades K-3 in both the Fall and Winter. Educators received refresher training on the screener in the Fall and optional trainings were offered again in the Winter. MVWSD participated in UCSF's		$10,000.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Multitudes Universal Screener research project at Castro, Mistral, and Monta Loma. Professional Learning - K-5 teachers received Part 2 of the Dyslexia Awareness for Educators training from Learning Ally, which completed the series.			
1.21	**Early Llieracy Team** For the 2023-24 school year the District is adding an Early Literacy Team. The purpose of the team is to provide resources and personnel to address the needs of students in foundational skills with a focus on our lowest performing sites: Castro School, Monta Loma, Theuerkauf and Mistral. The team will consist of one Director, 5 reading intervention teachers and 6 instructional assistants that will be deployed to sites to do small group reading instruction over the course of the school year. Student progress will be monitored closely and staff assigned to meet needs as they arise.	No	Fully Implemented	5 reading intervention teachers, 5 instructional assistants, and 1 Director have been hired. The early literacy team is providing intervention to over 200 K-2 students at Castro, Mistral, Monta Loma, and Theuerkauf. The early literacy team has provided professional development on structured literacy and foundational skills to teachers and administrators at the school sites. Reading intervention groups are based on several assessment points. Groups are flexible, with students exiting and entering every 8-9 weeks based on progress monitoring data.		$922,018.20	354,917
1.22	**Course Access** Eight-Period Middle School Schedule	No	Fully Implemented	All middle school students are enrolled in a Broad Course of study as		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The District wants all students to be enrolled in a Broad Course of Students. Additionally, the District wants to ensure that underrepresented students have access to, and are enrolled in, programs and services developed and provided for ow income, English learner, foster youth, and Students with Disabilities. The District has implemented a 8-period schedule at both middle schools which allows all students to have access to core subjects, at least one choice elective and Response to Instruction as needed. The schedule also ensures that English Learners have access to English Language Development and Students with Disabilities have access to co-taught classes and or instructional support as needed.			indicated by Powerschool Reports.			
1.23							

Goal 2

Goal Description
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rates	Spring 2020: District - 96.5% Bubb Elementary - 96.5% Castro Elementary - 95.4% Crittenden Middle - 96.7% Graham Middle - 96.9% Huff Elementary - 97.3% Landels Elementary - 96.5% Mistral Elementary - 96.3% Monta Loma Elementary - 96% Stevenson Elementary - 97% Theuerkauf Elementary - 95% Vargas Elementary - 95.9%	Spring 2022: District - 95.0% Bubb Elementary - 96.4% Castro Elementary - 91.1% Crittenden Middle - 94.3% Graham Middle - 95.8% Imai (Former Huff) Elementary - 96.3% Landels Elementary - 94.6% Mistral Elementary - 95.0% Monta Loma Elementary - 93.8% Stevenson Elementary - 96.2 Theuerkauf Elementary - 93.1% Vargas Elementary - 95.0%	Spring 2023: District - 94.2% Bubb Elementary - 95.3% Castro Elementary - 91.5% Crittenden Middle - 94.7% Graham Middle - 94.2% Imai (Former Huff) Elementary - 94.2% Landels Elementary - 93.6% Mistral Elementary - 94.2% Monta Loma Elementary - 92.8% Stevenson Elementary - 95.6% Theuerkauf Elementary - 92.4% Vargas Elementary - 94.2%	November 30, 2023 District – 95.6% Bubb Elementary – 96.23% Castro Elementary – 93.83% Crittenden Middle – 95.29% Graham Middle - 95.44% Imai Elementary - 96.48% Landels Elementary - 95.23% Mistral Elementary - 95.42% Monta Loma Elementary - 95.3% Stevenson Elementary - 96.6% Theuerkauf Elementary - 95.29% Vargas Elementary - 95.76%	Maintain or increase to 97% overall and for all schools.
Chronic Absenteeism Rate	2019 California Dashboard Overall Rating - Yellow English Learners - Orange Homeless - Orange Socioeconomically Disadvantaged - Yellow Students with Disabilities - Orange	No data for chronic absenteeism was published on the California Dashboard in December 2021. The following data is from Dataquest for the 2020-21 school year. Overall - District: 4.6%, Bubb - 4.0%, Crittenden 4.2%, Landels - 6.6%, Imai - 2.4%, Mistral - 2.8%,	2021-22 California Dashboard ratings were published in December 2022. Ratings for this dashboard are based on the following scale Very Low, Low, Medium, High and Very High. The District would like to have Low or Very Low	2022-23 California Dashboard ratings were published in December 2023. Ratings for this dashboard are based on the following scale Very Low, Low, Medium, High and Very High. The District would like to have Low or Very Low	Maintain or increase overall rating and subgroup ratings to green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	African American - Orange Asian - Blue Filipino - Yellow Hispanic/Latino - Green Pacific Islander - Yellow White - Green	Graham - 2.6%, Vargas - 4.5%, Castro - 12.7%, Monta Loma - 6.5%, Stevenson - 1.8%, Theuerkauf - 8.0% English Learners - District - 0.4%	ratings for Chronic Absenteeism. Overall - High English Learners - Very High Homeless - Very High Socioeconomically Disadvantaged - Very High Students with Disabilities - Very High African American - High Asian - Medium Filipino - High Hispanic/Latino - Very High Two or More Races - Medium White - High Pacific Islander - No Performance Rating	ratings for Chronic Absenteeism. Overall - Medium English Learners - Medium Homeless - Medium Socioeconomically Disadvantaged - Very High Students with Disabilities - Medium African American - High Asian - High Filipino - High Hispanic/Latino - Medium Two or More Races - Low White - High Pacific Islander - No Performance Rating	
Middle School Dropout Rate	0%	0% in 2021-22	0% in 2022-23	0%	Maintain zero middle school dropouts
Suspension Rates	2019 California Dashboard Overall - Green English Learners - Green Homeless - Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - Green	No data for suspensions was published on the California Dashboard in December 2021. The following data is from Dataquest for the 2020-21 school year. Suspension Rates Overall - District: 0.3%, Bubb - 0%, Crittenden 0.3%,	2021-22 California Dashboard ratings were published in December 2022. Ratings for this dashboard are based on the following scale Very Low, Low, Medium, High and Very High. The District would like to have Low or Very Low	2022-23 California Dashboard ratings were published in December 2023. Ratings for this dashboard are based on the following scale Very Low, Low, Medium, High and Very High. The District would like to have Low or Very Low	Maintain or increase overall rating and subgroup ratings to green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	African American - Green Asian - Blue Filipino - Blue Hispanic/Latino - Yellow Two or More Races - Yellow White - Green	Landels - 0%, Imai - 0.6%, Mistral - 0%, Graham - 0.5%, Vargas - 0%, Castro - 1.2%, Monta Loma - 0%, Stevenson - 0%, Theuerkauf - 0% English Learners - District - 0.4%	ratings for Suspension. Overall - Medium English Learners - High Homeless - High Socioeconomically Disadvantaged - High Students with Disabilities - High African American - High Asian - Low Filipino - Medium Hispanic/Latino - Medium Two or More Races - Low White - Low	ratings for Suspension. Overall - High English Learners - High Homeless - Very High Socioeconomically Disadvantaged - Very High Students with Disabilities - Very High African American - High Asian - Low Filipino - Medium Hispanic/Latino - Very High Two or More Races - Low White - High	
Expulsion Rates	0%	0% for spring 2022	0% for 2022-23	0%	Maintain zero expulsions
Entering Discipline Data	The error rate for entering discipline data into Powerschool was 15% at the end of 2019-20.	The error rate for entering discipline data into Powerschool was 22% at the end of 2021-22.	The error rate for entering discipline data into Powerschool was 18% at the end of 2022-23.	The error rate for entering discipline data into Powerschool was 18% at the end of 2022-23. Data for 2023-24 is not yet available.	Decrease error rate to 9%
The percentage of students who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey.	93% agreed or strongly agreed	72% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	61% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	Not Available until May	Increase to 97% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The percentage of students who agreed or strongly agreed that adults care about their success on the LCAP/Climate Survey.	86% agreed or strongly agreed	79% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	74% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	Not Available until May	Increase to 90% agree or strongly agree
The percentage of students who agreed or strongly agreed that my school focuses on a students character on the LCAP/Climate Survey.	65% agreed or strongly agreed	62% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	on the spring 2023 LCAP/Climate Survey57% agreed or strongly agreed	Not Available until May	Increase to 80% agree or strongly agree
The percentage of staff who agreed or strongly agreed that students social emotional needs were met on the LCAP/Climate Survey.	76% agreed or strongly agreed	72% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	72% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	Not Available until May	Increase to 85% agree or strongly agree
The percentage of parents who agreed or strongly agreed that their students social emotional needs were met on the LCAP/Climate Survey.	68% agreed or strongly agreed	75% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	77% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	Not Available until May	Increase to 75% agree or strongly agree

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**At Risk Supervisors** Continue to have 11.0 FTE At-Risk Supervisors for the District schools. At-Risk Supervisors will continue to be supported and trained through	No	Fully Implemented	Ongoing. At-Risk Supervisors receive support and professional development from both		$1,088,432.00	398,183

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	regular professional development opportunities over the course of 2023-24 in order to increase their positive impact on school climate and attendance. One additional At Risk Supervisor will be added to Castro School (Goal 6, Action 2) At-Risk Supervisors work directly with at-risk students and parents to provide support and interventions as needed. They monitor students progress and connect families to community resources.			their site leaders and the district office.			
2.2	**Improving attendance** To improve attendance and decrease truancy and chronic absenteeism the district will do the following: 1. Communicate the importance of attendance in school and District newsletters and websites 2. Review attendance data monthly with site administrators at Leadership meetings with a focus on our homeless population to analyze trends and develop next steps. 3. Review and Implement School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols with a focus on interventions for students who are at risk in the areas of absenteeism.	No	Fully Implemented	Ongoing: 1. Communication about the importance of attendance has been shared during two months in school and District newsletters 2. Attendance data is reviewed regularly with site administrators with a Focus on our homeless population to analyze trends and develop next steps. 3. Training on procedures for School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols with a focus on interventions for students who are at risk in the		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				areas of absenteeism has been provided to all administrators.			
2.3	**Health Wellness Committee** The District will continue to convene a Health and Wellness Committee to align efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.	No	Fully Implemented	The Health and Wellness Committee meets 4 times within the school year. Two meetings have already occurred. The Health and Wellness Committee has examined the Local School Wellness Plan and Annual Goals and provided input on campaigns and activities.		$2,000.00	267
2.4	**School Linked Services** The District will continue to partner with School Linked Services to offer services to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families.	No	Partially Implemented	In progress. The District is partnering with School Linked Services.		$193,522.00	72,689
2.5	**Suspensions** In order to improve suspension rates and better support students, the District will do the following: 1. Review discipline data monthly at Leadership Team meetings as well as at monthly meetings with School Community Engagement Facilitators and At-Risk Supervisors in order analyze behavior trends, and discuss action steps to improve outcomes for students. 2. Continue to provide training for site administrators and support staff to accurately enter office referrals	No	Partially Implemented	Ongoing: Training for site administrators has been provided at Leadership meetings. Regular meetings with School Community Engagement Facilitators and At-Risk Supervisors have focused on action steps.		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and discipline data into PowerSchool						
2.6	**Student Social Emotional Health** Continue to Implement the plan of action for competency-based Social Emotional Learning by: 1. Continuing to implement of the social-emotional measurement tool Sown to Grow at all elementary sites 2. Expand implementation of Sown to Grow to the middle schools. Use of a social-emotional measurement tool provides school sites with data to inform student development and supports/services needs. The use of a measurement tool will scaffold adult learning of student social-emotional development and functioning.	No	Partially Implemented	All Elementary Schools have fully implemented weekly student check-ins with Sown to Grow. Data is analyzed monthly with Principals and has recently been incorporated in the universal data cycle review as part of MTSS that informs COST referrals. Expansion of Sown to Grow to the middle schools has been explored with site leadership and site leadership committees.		$40,000.00	37,000
2.7	**Student Social Emotional Health** Whole School, Whole, Community, Whole Child Model (WSCC) The District will provide professional development to administrators on the the Whole School, Whole Community, Whole Child model that was developed in the 2021-22 school year. . District staff will continue to support sites with implementation of strategies,	No	Partially Implemented	Whole Child professional development is embedded in the MTSS trainings. The Health and Wellness Coordinator has worked with the Director of Equity to include whole child approaches to social emotional supports through the monthly activities matrix as part of		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	supports, and interventions that serve the Whole Child. The WSCC model accomplishes important objectives: It emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both. It provides an update to the Coordinated School Health (CSH) approach to better align with the way schools function.			the #BetterTogether campaign.			
2.8	**Addressing Chronic Absenteeism - Homeless Students** MVWSD has been identified for Differentiated Assistance due to high levels of chronic absenteeism and low academic achievement for Homeless Students. The District has convened a Differentiated Assistance team that has been working collaboratively with representatives from the Santa Clara County Office of Education to develop a plan to begin to address the needs of this group of students. Specifically in the 2023-24 school year the District will: 1. Develop and implement an attendance monitoring and staff communication system for Homeless students to be used consistently by all school sites. Additionally, the District's McKinney-Vento Liaison will:	No	Partially Implemented	The District has implemented all actions to begin to address Chronic Absenteeism for Homeless Students and continues to revise and refine.		$28,052.00	19,913

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1. Develop a check-list to use with families during home visits 2. Deliver attendance-related training to McKV families while on home visits 3. Provide training to staff about Homeless (McKV) designation at the beginning of the school year at each school site 4. Identify for teachers their McKV students and provide general tips and supports on an ongoing basis 5. Visit schools on an ongoing basis to monitor the needs of McKV students.						
2.9	**Supporting Student Behavior** Results of the Districts LCAP/Climate survey given in spring 2023 indicate that only 61% of students feel safe at school and only 63% feel that there are clear and fair consequences for breaking rules at my school. This combined with data collected during the District's ThoughtExchange and safety audit has prompted the District to take a more proactive role in addressing student behavior. In the 2023-24 school year the District will: 1. Develop and implement a process for responding to student behavior incidents that will be used consistently across all sites. 2. Develop guidelines for all sites for responding to student behavior incidents.	No	Partially Implemented	In progress. A set of Behavior Response Standards were developed in Spring 2023 and initial staff training happened in July and August. Behavior Data review takes place regularly, and training of new staff groups and re-training/refinement is constantly taking place.		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.	Overall 82% agreed or strongly agree (56% agreed - 27% strongly agreed)	Overall 83% agreed or strongly agreed (58% agreed - 25% strongly agreed) on the spring 2022 LCAP/Climate Survey.	Overall 86% agreed or strongly agreed (58% agreed - 27% strongly agreed) on the spring 2023 LCAP/Climate Survey	Not Available until May	Maintain or increase the percentage of families that agree or strongly agree that MVWSD creates a welcoming environment for families. Increase the percentage of families that strongly agree by 8% a year from 27% to 51%.
The percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey.	74% agreed or strongly agreed that they understand the academic supports available to their students. 61% agree or strongly agree that they understand the non-academic supports	73% agreed or strongly agreed that they understand the academic supports available to their students on the spring 2022 LCAP/Climate Survey. 60% agreed or strongly agreed that they understand the	72% agreed or strongly agreed that they understand the academic supports available to their students. 62% agreed or strongly agreed that they understand the non academic supports available to their students.	Not Available until May	Increase the percentage of families that agree or strongly agree that they understand the academic supports available to 80%. Increase the percentage of families that agree or strongly agree that they

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	available to their students.	non academic supports available to their students on the spring 2022 LCAP/Climate Survey.	on the spring 2023 LCAP/Climate Survey		understand the non academic supports available to 70%.
The percentage of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey.	66% agreed or strongly agreed	63% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	68% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	Increase to 81% agree or strongly agree.
Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey.	23% agreed or strongly agreed that shat I want to know is mixed in with information that does not apply to me	24% agreed or strongly agreed that what I want to know is mixed in with information that does not apply to me on the spring 2022 LCAP/Climate Survey.	23% agreed or strongly agreed that what I want to know is mixed in with information that does not apply to me on the spring 2023 LCAP/Climate Survey	Not Available until May	Decrease the percentage to 5% that agree or strongly agree.
Professional development opportunities to staff to better understand diverse cultures/sub cultures for more responsive customer support.	No professional development opportunities were provided.	100% of MVWSD staff attended professional development opportunities related to anti-racism, bias, and/or equitable access in 2021-22.	100% of MVWSD staff attended professional development opportunities related to anti-racism, bias, and/or equitable access	Professional development opportunities were provided to all site leaders on three occasions and included topics such as Bias in the SPED Classification Process, Bias in the Discipline Routine, and Creating Inclusive Climates for Students.	Revised Desired Outcome in for 2023-24: 100% of staff will attend professional development opportunities provided each year. Original Desired Outcome: Provide at least 1 staff training per yer.
Percentage of families reporting that Parent University events are	2020-21: 1,000 people attended or Parent University	2021-22: With two more sessions to go, at least 937 people	2022-23: With several more sessions to go, at least 1,503 (will be	As of November, the total attendance at all Parent University	Increase attendance at Parent University/views of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
easy to access and content directly helps them at home with their children.	Attendance or Viewed Parent University recorded sessions Content Satisfaction - Baseline will be determined during the 2021-22 school year	attended a Parent University event this year and there were 344 views of all Parent University videos. Content Satisfaction: 93.9% of parents who responded to post-event surveys agreed or strongly agreed that "This event helped me better understand how to help my child."	updated again by 4/21) people attended a Parent University event this year and there were 166 views of all Parent University videos. Content Satisfaction: 90.7% of parents who responded to post-event surveys agreed or strongly agreed that "This event helped me better understand how to help my child."	events was at least 715 (more data is still to come in).	recorded session events by 10% each year to 1,300. Content Satisfaction target will be determined at the end of the 2021-22 school year. New Desired Outcome Content Satisfaction Target: 93% will agreed or strongly agree that "This event helped me better understand how to help my child."
Parent Involvement Self Reflection Tool	The State Board of Education adopted self-reflection tool for parent involvement was completed and approved on June 17, 2021	The State Board of Education adopted self -reflection tool for parent involvement was completed and approved on June 16, 2022.	The District had 3/12 areas on Parent Involvement Self Reflection Tool Rubric that were scored at a level 2.	Not available yet	Revised Desired Outcome for 2023-24: Obtain rubric scores of at least 3 on all areas of the Parent Involvement Self Reflection Tool Rubric Original Desired Outcome:Yearly completion and approval of the State Board of Education adopted self-reflection tool parent engagement
The percentage of families that agreed or strongly agrees that	65% agreed or strongly agreed	60% agreed or strongly agreed on	63% agreed or strongly agreed on the	Not Available until May	Increase to 75% agree or strongly agree.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making on the LCAP/Climate Survey.		the spring 2022 LCAP/Climate Survey.	spring 2023 LCAP/Climate Survey.		
Revised Metric: The percentage of families that agreed or strongly agrees that the District is providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from an underrepresented groups (English Learners, Foster Youth, SocioEconomically Disadvantaged, Hispanic/Latino and Students with Disabilities) in the school community on the LCAP/Climate Survey. Original Metric: The percentage of families that agreed or strongly agrees that the District is	67% agreed or strongly agreed	66% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	65% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	Increase to 77% agree or strongly agree.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from an underrepresented groups in the school community on the LCAP/Climate Survey.					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**School and Community Engagement Facilitators (SCEF)** Maintain 8.6 FTE (8 1.0 FTE and 1 0.6 FTE) School and Community Engagement Facilitators. School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. The responsibilities will include, but are not limited to, serving as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. School and Community Engagement Facilitators are assigned based on a school sites percentage of students who English Learners, Socio-Economically	Yes	Fully Implemented	School and Community Engagement Facilitators continue to serve as key members of our site staffs. SCEFs receive regular monthly professional development from district staff to help them be increasingly effective and efficient at working with parents and colleagues.		$1,027,773.00	422,427

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Disadvantaged or Foster Youth (unduplicated count).						
3.2	**District Equity Advisory Committee** To meaningfully engage multiple groups of educational partners on issues of Equity, the district will continue to convene a District Equity Advisory Committee (DEAC). The District anticipates that the work of the committee will focus the following over the course of the 2023-34 school year: 1. Culturally responsive competences The goal of the District Equity Advisory Committee (DEAC) is to help facilitate community members in providing meaningful feedback to the Superintendent on how to support MVWSD towards achieving its goals of becoming a more equitable and inclusive school district. The role of a committee member is to be a thought partner and a community advocate. The committee membership is a combination of district-level leaders, principals, teachers, staff members, and parent participants who represent the interests of both elementary and middle schools and are expected to attend and participate in meetings held monthly (on average) online during the course of the academic school year.	No	Partially Implemented	In progress. The District Equity Advisory Committee continues to meet once monthly throughout the 2023-24 school year and is focusing on culturally responsive practices in classrooms through the #BetterTogetherMVWSD culture/climate program.		$1,000.00	482

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	**Parent Engagement and Parent University** In the 2022-23 school year, an improved Parent University system was begun with the development of the Parent U Extension and Parent U Seminario series. Extension series events took place at individual school sites while the Seminario series was developed in conjunction with the Foothill College Family Engagement Institute to provide a Spanish-language, cohort-based program for families. The goal of these changes is to improve families knowledge of the public school system, to empower families to better support their children's development and increase participation and engagement by parents from the District's underrepresented groups including: English Learners, Foster Youth, SocioEconomically Disadvantaged, Hispanic/Latino and Students with Disabilities.In 2023-24, the District will refine new approaches for parent engagement with Parent University. Specifically, the District will 1. Continued refinement, branding, and publicity for Parent University as it enters its second year of the new format. Research shows that parent involvement can make a significant difference in student achievement. As MVWSD works collaboratively with parents we know that students	No	Partially Implemented	Parent University is in full stride, with three Speaker Series, eight Seminarios, and at least nine Extension Series events completed as of November 2023. Over 700 attendees have participated in these events so far, with about 2/3 of the school year yet to come.		$30,000.00	12,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will be more likely to earn higher grades and improve test scores, enroll in higher level programs, attend school regularly, have better social skills, show improved behavior, and graduate high school, and go on to postsecondary education.						
3.4	**Parent Communication** Research of the technology systems is complete. In Jan 2024, we will set up pilots with technology platforms. Obtain feedback from educational partners on results of research and analysis and then implement fully (assuming pilot goes well) at campuses in August 2024. MVWSD is committed to improving communication with families and ensuring that they get needed information in easily accessible ways.	No	Partially Implemented	MVWSD is implementing a pilot of the Parent Square platform at Theuerkauf Elementary in Spring 2024. Team testing of the system began in December 2023. "Go Live" beta testing with Theuerkauf teachers, staff and parents is tentatively scheduled for mid February 2024. The next phase of the project will be determined in late spring 2024 after beta testing and evaluation is complete.		$2,500.00	0
3.5	**Equity Framework** Community Equity Framework. This framework will be used as a tool support the District to build habits of practice to increase inclusivity. In the 2022-23 school year, the District will continue work to finalize the Equity domains and Equity metrics within the	No	Partially Implemented	The Community Equity Framework pilot has been completed and has been brought to the Board of Trustees several times. Small revisions are being made on an ongoing basis and site administrators are receiving training on how		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Framework that will help the District measure and report on our progress toward more equitable outcomes for students. MVWSD is committed developing programs and providing a high quality education to all students. The Community Equity Framework will ensure that we embed strong equity practices throughout our organization.			to read and interpret the scorecard. Data for next year's scorecard will be collected this Spring. Next year's scorecard will likely be released in August 2024.			
3.6	**Equitable Access to Choice Schools** The District will work to implement enrollment policy changes that are approved by the Board of Trustees in June 2002 that will have implications for future enrollment starting during the winter of 2023 for our choice programs. Our district offers families access to two choice schools, where students can attend a school outside their attendance boundaries. Based on 2020-21 enrollment data, one of our choice schools (Stevenson Elementary School) is facing a significant disproportionality in the number of students who attend that are English Language Learners (ELLS) and Socio-Economically Disadvantaged (SED). Compared to aggregate district enrollment data, the district serves a population of students approximately 32% of whom are SED, whereas Stevenson currently	No	Fully Implemented	Completed. At the direction of the Board of Trustees, based on staff recommendation, a weighted lottery was installed at our choice program schools facing under presentation of SED students and additional modifications were made to district communications in order to increased equitable access to choice programs. The lottery weights and calculations will continue to be calculated each year based on the previous year's enrollment and lottery pool data.		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	serves a population of which only approximately 6% of students are SED. Ensuring equitable access to choice schools for all families is a priority for the district who concomitantly aims to ensure that every student has access to opportunities they need to succeed.						
3.7	**Staff Input** The District and site administrators will continue work to facilitate opportunities for staff to provide input on District initiatives and issues. Results from the District's LCAP/Climate survey indicate that only 55% of staff feel that they have a say in decision making process at the site level and only 28% feel that they have a say in decision making process at the District level.	No	Planned	The District will update efforts in spring 2024.		$0.00	0

Goal 4

Goal Description
Develop and Implement policies and practices to support and retain effective and engaged employees.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Staff Retention Rates	2020-21 Data: Data is current as of May 19, 2021 and will be updated as applicable. Overall Staff Retention - 91% Certificated Staff - 87% Classified Staff - 94% Teachers - 85%	2021-22 Data: Data is current as of April 25, 2022 and will be updated as applicable. Overall staff Retention - 91% Certificated Staff - 88% Classified Staff - 92% Teachers - 88%	2022-23 Data: Data is current as of April 19, 2023 and will be updated as applicable. Overall staff Retention - 94% Certificated Staff - 93% Classified Staff - 97% Teachers - 92%	Retention rates for 2023-24 will not be available until July.	Overall Staff Retention - 94% Certificated Staff - 92% Classified Staff - 96% Teachers - 90%
Percentage of highly qualified teachers	2020-21: 86% of teachers were considered highly effective.	2021-22 86% of teachers were considered highly effective	2022-23 86% of teachers were considered highly effective; 32 teachers less than 2 years teaching and 7 interns; 1 teacher on a Limited Assignment Permit but fully credentialed in her field.	84%	90% of teachers will be highly qualified.
Number/percentage of mis-assignments of teachers of English learners	2020-21: 3	2021-22: 2 (1%) (All staff including these 2 teachers had a temporary county certificate or appropriate authorizing permit while in their assignment. Both teachers completed their EL authorization by January 2022)	2022-23 - 2 teachers had a waiver or authorizing permit while in their assignment.	5 teachers = .02%	Maintain 0 mis-assignments of teachers of English Learners
Number of other teacher mis-assignments	2020-21: 1	2021-22: 0	2022-23: 0	3	Maintain 0 teacher mis-assignments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of vacant teacher positions	2020-21: 0	2021-22: 0	2022-23: 0	3	Maintain 0 vacant teacher positions.
Percentage of staff that agree or strongly agree that administrators listen to my suggestions and recommendations on the LCAP/Climate survey.	69% agree or strongly agree	60% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	71% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	80% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that my school provides adequate support to teachers on the LCAP/Climate survey.	74% agree or strongly agree	61% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	65% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	85% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and procedures by which I will be evaluated on LCAP/Climate survey.	88% agree or strongly agree	87% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	87% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	95% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that trust exists between school leaders and staff on the LCAP/Climate survey.	71% agree or strongly agree	65% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	70% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	80% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that teachers at my school are	97% agree or strongly agree	93% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	93% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	Maintain 97% or increase to 99% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
committed to continuously improving opportunities for student learning on the LCAP/Climate survey.					
Percentage of staff that agree or strongly agree that I have a say in the decision making process at my school or the District level on the LCAP/Climate survey.	58% agree or strongly agree at school level 37% agree or strongly agree at District level	55% agreed or strongly agreed at the school level on the spring 2022 LCAP/Climate Survey. 24% agreed or strongly agreed at the District level on the spring 2022 LCAP/Climate Survey.	55% agreed or strongly agreed at the school level. 28% agreed or strongly agreed at the District level on the spring 2023 LCAP/Climate Survey.	Not Available until May	70% will agree or strongly agree 50% will agree or strongly agree

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Partnership with the Santa Cruz/Silicon Valley New Teacher Project** Continue to partner with the Santa Cruz/Silicon Valley New Teacher Project to provide induction to teachers in years 1 and 2 of their careers. Having an induction program allows MVWSD to provide inexperienced teachers with the necessary models and tools for beginning their teaching careers, support them in becoming highly effective, and allow them to obtain a clear credential.	No	Fully Implemented	MVWSD has continued partnership with Santa Cruz/Silicon valley New Teacher Project for he 2023-24 school year. 40 teachers districtwide are participating in this induction support. 2.5 FTE New Teacher Project Support Providers (Coaches) have been hired to support NTP teachers across all school sites in the district.		$450,088.00	166,991

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	**Employee Retention and Support** Develop and consistently implement district-wide policies and practices that focus on retention, differentiation, and ongoing support. In the 2023-24 school year, staff will assess MVWSD's current approach to professional development, differentiation, and ongoing staff support. This assessment will be done for certificated staff as well as classified staff to determine next steps in improving professional development and practices that support employees. Research indicates that employees that are engaged and supported at work are more likely to stay. They feel a stronger bond to their organization's mission and purpose and this reduces turnover that can be costly.	No	Partially Implemented	Assessments are being created and data will be collected in January and February.		$110,000.00	0
4.3	**Professional Development Committee** District staff will meet regularly with the professional development committees for both classified and certificated staff. These committees will review professional development opportunities and collect feedback and input and support the work being completed in Action 4.2.	No	Partially Implemented	Committees will convene after data collection is complete.		$2,500.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	This work will be the foundation that will lead to the development of high quality professional development programs including differentiation, collaboration, and data driven practices.						
4.4	**Hiring Process** District staff will develop and implement a recruiting and hiring plan that includes best practices for increasing the diversity in our workforce to mirror our student population. The District wants to have a workforce that mirrors the student population it currently serves.	No	Partially Implemented	The district participated in a review of district hiring policies and procedures. Staff is updating practices for hiring. These include updating visuals on recruitment flyers to represent student diversity and connecting with universities to provide outreach to diverse student groups.		$0.00	0

Goal 5

Goal Description
Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of School Facilities in Good Repair per the Facility Inspection Tool.	Facilities in Good Repair: 7,914 (98%)	2021-22 Facilities in Good Repair: 9629 (99%)	Facilities in Good Repair: 11,320 (97.63%)	Fit Inspections are complete and being analyzed. Data will be provided in spring 2024	Maintain or Increase the number of facilities in Good Repair to 99% This metric was revised to only include a percentage and not the number of facilities as previously written.
Percentage of completed work orders in Service Now.	99% of work orders were completed	2021-22 96% of work orders were completed (April 2022)	99% of work orders were completed. (April 2023)	99.16% completed for the 2023-24 school year	Maintain or improve to 100% of works orders submitted being completed.
Percentage of students reporting that my school is clean on the LCAP/Climate Survey.	41% of students agreed or strongly agreed (this survey was given while students were in distance learning).	39% of students agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	31% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	Increase percentage of students reporting my school is clean to 71% on the District's annual LCAP/Climate survey
Revised Metric: Number/percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home.	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil	Maintain 100% of students having access to standards aligned instructional materials for use at school and at home

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Original Metric: Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home.	Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks 2020-2021 on September 17, 2021.	Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks 2020-2021 on September 9, 2021.	Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks 2020-2021 on September 8, 2022.	Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks on September 7, 2023	
Percentage of staff reporting that my school is well-maintained on the LCAP/Climate Survey.	90% agreed or strongly agreed	72% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	77% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	Increase to 95% agree or strongly agree.
Percentage of staff reporting that the facilities at my school are up to date on the LCAP/Climate Survey.	83% agreed or strongly agreed	78% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	77% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	Not Available until May	Increase to 88% agree or strongly agree

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	**Site walkthroughs by the Director of Maintenance - School Cleanliness** The Director of Maintenance will walk campuses with principals and discuss any cleaning and maintenance issues including outstanding work orders. The Maintenance Department will also continue cleaning checklists along with cleaning surveys. Custodians will initial that cleaning was done in each area of the site each day/night. Additionally, the	No	Partially Implemented	A new site inspection tool has been created to rate the cleanliness and to find any trouble areas of the school sites. The cleaning surveys will go out again in January. The campus walks with the Principals and custodians will resume in January to discuss the inspection form as well as any outstanding issues.		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Director of Maintenance will evaluate custodial schedules each month for efficiency as well as hold regular monthly meetings with the custodial staff to discuss any issues within the schedule or ways we can help each other to keep our campuses clean.						
5.2	**Technology Devices** Each year the District issues new Chromebooks to students entering TK/K and 5th grade. The students that receive the Chromebook in TK/K will use the same device through the end of their 4th grade school year. Students that receive a Chromebook at 5th grade will use that device through the end of 8th grade. Issuing new devices at these specific grade levels will ensure that students have access to a fully supported Chromebook throughout their time in MVWSD and ensures a stable budget each year as the cost for the devices is similar year to year. Additionally, the District will be purchasing a small number of Chromebooks with CBRS radios built-in to distribute to students that are homeless in 2023-24.	No	Fully Implemented	The District ordered 300 Chromebooks to replace older models in classroom carts this year. The District also purchased the Chromebooks that will be issued in the 2024-25 school year. All of those Chromebooks have the capability of connecting to the District-wide CBRS network		$480,682.50	480,682
5.3	**MVWSDConnect** The District will continue the deployment at CBRS radios at the remaining 2 school sites and continue to add additional families to the network. The District will add	No	Partially Implemented	The department has been working on distributing CBRS capable Chromebooks and CBRS routers to		$200,000.00	15,079

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	CBRS radios to its staff housing complex and local community center. In 2022-23 deployment of CBRS radios was completed at five additional school sites. Currently 9/11 schools are complete. MVWSDConnect is the District's project to ensure all students have access to the Internet at home. The District is investing in CBRS equipment in order to extend the range of the District's network as much as 3/4 of a mile from the school site allowing students to access the Internet from their home.			families that need Internet access at home			
5.4	**Equitable Facilities and Resources** Develop Districtwide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders. During the 2023-24 school year the District will build on the work done in 2022-23 and continue to create Districtwide standards that will be shared publicly with educational partners. Research indicates that building conditions strongly influence a school's social climate. Physical problems recorded at the schools — including a lack of windows, low indoor air quality, leaking roofs and water stains — are correlated with students' negative perception of	No	Partially Implemented	The team has met several times to review standards and discuss site needs. The final document has been created and the team will work on distribution.		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	their schools' social climate. Students in schools with poor facilities were less likely to go to school thus resulting in lower test scores.						
5.5	**Meals for Students** Ensure every child that needs food has the opportunity for a nutritionally balanced daily meal. The State has committed to continue to offer free meals to all students. The Child Nutrition department will survey students regularly to understand student preferences and make adjustments to menus. Child Nutrition will focus on making from-scratch meals and improving the quality of food offered. Research indicates that school lunch is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn.	No	Partially Implemented	Second-chance breakfast and lunch have been served each day at every school site. The Child Nutrition Team has started to work towards providing more plant-based meals to students.		$0.00	0
5.6	**Flexible Learning Environments** Develop and Implement opportunities to offer flexible learning from home and other environments.	No	Partially Implemented	Two District Office Directors are leading a team of Instructional Coaches in developing a repository of instructional resources and developing a webpage to		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	During the 2023-24 school year, District staff will continue to work to create a way to offer access to standards aligned instructional materials to students from home. The goal is to have a webpage developed as a one-stop shop for parents to visit to access resources for their students. Distance learning during the pandemic has shown some students perform better in a remote learning environment. MVWSD wants to provide flexible learning options to potentially give students the ability to enroll in courses offered at other school sites and ensure that all students have access to the same educational opportunities.			support families and students at home with grade level materials for all students K-8 for both Reading and Math.			
5.7	**Custodial Supervisor - Cleanliness** To further address concerns of school cleanliness raised in the District's LCAP/Climate survey, the District is adding a Custodial Supervisor. The Custodial Supervisor will monitor site cleanliness and provide training and support to custodians. The custodial supervisor will also be a liaison between the site principal and the Director of Maintenance, Operation, and Transportation. The supervisor will be responsible for the evaluations of site custodians along with the principal.	No	Partially Implemented	The District has posted for a custodial supervisor and held interviews. Due to the tight labor market, the District has not been able to hire a supervisor.		$114,759.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 6

Goal Description
Develop and Implement effective and consistent practices that meet the needs of students of Castro School.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Improve California Assessment of Student Performance and Progress (CAASPP) ELA results	Spring 2022 Results (percentage of students who met or exceeded standard) Overall - 21.8% Students with Disabilities - 0% English Learners - 3% Hispanic/Latino - 18% SocioEconomically Disadvantaged - 17% English Only - 33% RFEP - 73%			Spring 2023 ELA Results (percentage of students who met or exceeded standard): Overall - 22% Students with Disabilities - 5% English Learners - 5% Hispanic/Latino - 15% Socioeconomically Disadvantaged - 18% English Only - 44% RFEP - 75%	Spring 2023 Results (percentage of students who met or exceeded standard) Overall - 30%% Students with Disabilities - 10% English Learners - 13%% Hispanic/Latino - 27% SocioEconomically Disadvantaged - 25% English Only - 40% RFEP - 76%
Improve California Assessment of Student Performance and Progress (CAASPP) math results	Spring 2022 Results (percentage of students who met or exceeded standard) Overall - 16% Students with Disabilities - 4% English Learners - 5% Hispanic/Latino - 12% SocioEconomically Disadvantaged - 13% English Only - 19% RFEP - 41%			Spring 2023 math Results (perecntage of students who met or exceeded standard): Overall - 16% Students with Disabilities - 5% English Learners - 6% Hispanic/Latino - 11% Socioeconomically Disadvantaged - 13% English Only - 39% RFEP - 44%	Spring 2023 Results (percentage of students who met or exceeded standard) Overall - 25% Students with Disabilities - 14% English Learners - 15% Hispanic - 21% SocioEconomically Disadvantaged - 22% English Only - 28% RFEP - 47%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Improve iReady ELA results	May 2023 Spring 2022 Results (percentage of student who met or exceeded standard) on iReady Diagnostic 3 in Overall - 26% Students with Disabilities - 11% English Learners - 12% Hispanic - 18% Homeless - 11% SocioEconomically Disadvantaged - 19% English Only - 59% RFEP 50%			November 2023 Results (percentage of student who met or exceeded standard) on iReady Diagnostic 2 in November Overall - 16% Students with Disabilities - 0% English Learners - 6% Hispanic - 10% Homeless - Not available SocioEconomically Disadvantaged - 11% English Only - 46% RFEP 27%	May 2024 Spring 2022 Results Overall - 33% Students with Disabilities - 20% English Learners - 20% Hispanic - 26% Homeless - 20% SocioEconomically Disadvantaged - 27% English Only - 63% RFEP - 55%
Improve iReady Math results	May 2023 Spring 2022 Results Overall - 24% Students with Disabilities - 8% English Learners - 13% Hispanic - 18% Homeless - 11% SocioEconomically Disadvantaged - 19% English Only - 46% RFEP 63%			November 2023 Results Overall - 10% Students with Disabilities - 3% English Learners - 4% Hispanic - 5% Homeless - Not available SocioEconomically Disadvantaged - 6% English Only - 27% RFEP 33%	May 2023 Spring 2022 Results Overall - 31% Students with Disabilities - 17% English Learners - 22% Hispanic - 26% Homeless - 20% SocioEconomically Disadvantaged - 26% English Only - 51% RFEP - 67%
Decrease Chronic Absenteeism	2021-22 The overall rating for chronic absenteeism is Very High (33.1% of students)			2022-23 Results The overall rating for chronic absenteeism is Medium (29.4% of students)	Reduce Chronic Absenteeism rates from Very High to High overall and for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Students with Disabilities - Very High English Learners - Very High Hispanic - Very High Homeless - Very High SocioEconomically Disadvantaged - Very High			Students with Disabilities - High English Learners - Medium Hispanic - Medium Homeless - High SocioEconomically Disadvantaged - Medium	
Decrease Suspensions	2021-22 The overall rating for suspensions is High (4.6% of students suspended one day) Students with Disabilities - Very High English Learners - High Hispanic - High Homeless - High SocioEconomically Disadvantaged - High			2022-23 The overall rating for suspensions is Very High (6.1% of students suspended one day) Students with Disabilities - Very High English Learners - High Hispanic - Very High Homeless - Very High SocioEconomically Disadvantaged - Very High	Reduce Suspensions by one level overall and by student groups Overall - Medium Students with Disabilities - High English Learners - Medium Hispanic - Medium Homeless - Medium SocioEconomically Disadvantaged - Medium
Percentage of students who made 1 year's growth in English Language Arts based on the results of iReady assessments	May 2023 51% of students made 1 year's growth in English Language Arts based on iReady reading assessments			Not Available until May	Increase to 56% of students making 1 year's growth in English Language Arts based on iReady reading assessments
Percentage of students who made 1	May 2023			Not Available until May	Increase to 58% of students making 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
year's growth in mathematics based on the results of iReady assessments	53% of students made 1 year's growth in math based on iReady reading assessments				year's growth in math based on iReady reading assessments
Number of parents who respond to the District's LCAP/Climate Survey	2022-23:Only 64 parents responded to the District's LCAP/Climate survey from Castro School in spring 2023			Not Available until May	Increase parent responses to 85
Increase the Reclassification Rate	2022-23:The Reclassification rate in spring 2022 was 3.5%			The reclassficiation rate as of October 2023 is 5.85% The calculation of the reported reclassification rate in past versions of the LCAP was based on the August-June school year. After research and consulting with CA Department of Education staff, we have adjusted the way we calculate reclassification rate to match the state's method. The time period is now October to October (between census dates) and the percentage is derived as follows:	Increase Reclassification rate to 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				(Reclassified between October 2022 and October 2023) / (Reclassified between October 2022 and October 2023 + ELs in October 2023)	
Decease the Percentage of Long Term English Learners	2022-23: 46% of students were Long Term English Language Learners			November 2023: 9.3% of EL students are At Risk of becoming Long Term English Learners By definition, LTELs must be in grade 6 or above. Castro currently has 9.3% of students who are defined as "At Risk of Becoming an LTEL." Based on the criteria, these students would become LTELs in grade 6 if they do not reclassify and score at the "Standard Not Met" level on the annual CAASPP ELA.	Decrease the percentage of Long Term English Language Learners to 40%
Increase the percentage of students who maintain a level 4 or gain at least one level on the ELPAC	2022-23: 43% of English Language Learners maintained level 4 or gained at least 1 level on the ELPAC			Not Available until June	Increase percentage of students who maintain a level 4 or gain at least one level on the ELPAC to 48%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The percentage of staff who agree or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.	67% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			Not Available until May	Increase to 71% agree or strongly agree
The percentage of parents who agreed or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.	83% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			Not Available until May	Increase to 85% agree or strongly agree
The percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey	77% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			Not Available until May	Increase to 80% agree or strongly agree
Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.	89% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			Not Available until May	Increase to 90% agree or strongly agree
Percentage of students reporting that my school is clean on the LCAP/Climate Survey.	55% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			Not Available until May	Increase to 60% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students reporting that I feel safe at my school my on the LCAP/Climate Survey.	72% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			Not Available until May	Increase to 75% agree or strongly agree
Percentage of staff reporting that I feel safe at my school my on the LCAP/Climate Survey.	52% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			Not Available until May	Increase to 57% agree or strongly agree

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	**Early Literacy Team Support** For the 2023-24 school year the District is adding an Early Literacy Team. The purpose of the team is to provide resources and personnel to address the needs of students in foundational skills with a focus on our lowest performing sites: Castro, Monta Loma, Theuerkauf and Mistral. The team will consist of one Director, 5 reading intervention teachers and 6 instructional assistants that will be deployed to sites to do small group reading instruction over the course of the school year. Student progress will be monitored closely and staff assigned to meet needs as they arise. Since this action was developed as the District was considering how best to support Castro specifically, 40% of time will be spent providing early literacy support for Castro students.	No	Fully Implemented	5 reading intervention teachers, 5 instructional assistants, and 1 Director have been hired. The early literacy team is providing intervention to over 200 K-2 students at Castro, Mistral, Monta Loma, and Theuerkauf. The early literacy team has provided professional development on structured literacy and foudnational skills to teachers and administrators at the school sites. Reading intervention groups are based on several assessment points. Groups are flexible, with students exiting and entering every 8-9 weeks based on progress monitoring data.		$614,678.80	236,612

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Early literacy team staff are deployed to sites based on data. Currently, the team serves 62 students at Castro School.			
6.2	**At Risk Supervisor** Add one additional 1.0 FTE At-Risk Supervisor for Castro School. At-Risk Supervisors will continue to be supported and trained through regular professional development opportunities over the course of 2023-24 in order to increase their positive impact on school climate and attendance. At-Risk Supervisors work directly with at-risk students and parents to provide support and interventions as needed. They monitor students progress and connect families to community resources.	No	Fully Implemented	One additional At Risk Supervisor was hired for Castro School		$100,375.00	91,438
6.3	**School and Community Engagement Facilitator** Provide an additional 0.5 FTE School and Community Engagement Facilitator. Castro School already has 1.0 FTE School and Community Engagement Facilitator (Goal 3, Action 1). The District will provide additional 0.5 FTE support for 2023-24. Funding for the additional 0.5 FTE is listed in Goal 2, Action 4 so no funding is listed here.	No	Fully Implemented	An additional 0.5 FTE School and Community Engagement Facilitator was hired for Castro School		$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. The responsibilities will include, but are not limited to, serving as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. School and Community Engagement Facilitators are assigned based on a school sites percentage of students who English Learners, Socio-Economically Disadvantaged or Foster Youth (unduplicated count).						
6.4	**Wellness Center** Through a partnership with the Santa Clara County Office of Education, Castro School has a Wellness Center staffed with a trained counselor to support student and staff mental health needs. This partnership will continue in the 2023-24 school year.	No	Fully Implemented	The Wellness Center has been open and supporting students since the beginning of the school year.		$0.00	0
6.5	**Transitional Kindergarten class at Castro**	No	Fully Implemented	Castro has one TK Class this year.		$156,429.00	47,066

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	This year the District is expanding Transitional Kindergarten. Originally, all TK classes were located at Theuerkauf Elementary and many Castro families were not able to transport their students to attend TK. Additionally, state preschool is located on the Castro campus. The District will add one TK class to Castro School in order to provide consistent programming for families residing in the Castro Neighborhood.						