Mountain View Whisman School District

750-A San Pierre Way • Mountain View • CA 94043 • 650-526-3500 x 1023

Regular Meeting of the Board of Trustees

June 4, 2015

MVWSD Mission:
Demonstrate, daily, a relentless commitment to the success of every child.

Strategic Goal 1
Every child meets or exceeds academic standards

Strategic Goal 2
Operate with integrity, efficiency, effectiveness and transparency

Strategic Goal 3
Attract and retain a diverse, talented and caring workforce

Strategic Goal 4
Everyone in our district values and feels connected to our diverse community

Strategic Goal 5
Engage students, parents, and the community, including businesses and our city, as partners in our mission

Strategic Goal 6
Operate as a Continuous Improvement District

Mountain View Whisman School District

Education for the World Ahead

Board of Trustees – Regular Meeting

Theuerkauf Elementary School
1625 San Luis Avenue
June 4, 2015
4:30 p.m.

(Live streaming available at www.mvwsd.org)

Demonstrate, daily, a relentless commitment to the success of every child.

Academic Excellence ★ Strong Community ★ Broad Worldview

As a courtesy to others, please turn off your cell phone upon entering.

Under Approval of Agenda, item order may be changed. All times are approximate.

I. CALL TO ORDER **4:30**

A. Roll Call
B. Approval of Agenda

II. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA **4:35**

III. CLOSED SESSION **4:40**

A. Conference with Labor Negotiators
Agency Designated Representatives: Kevin Skelly, Terese McNamee, Karen Robinson
Employee Organization: Mountain View Educators Association

B. Public Employment: Graham Assistant Principal, Chief Business Officer, Superintendent

C. Conference with Real Property Negotiators
Property: 325 Gladys Avenue, 310 Easy Street, 333 Eunice Avenue, 1625 San Luis Avenue
Agency Negotiator: Kevin Skelly and Terese McNamee
Negotiating Parties: Google, German International School of Silicon Valley, Action Day Primary Plus

IV. RECEPTION

The Board will adjourn to a brief reception.

V. RECONVENE OPEN SESSION **6:00**

A. Pledge
B. Closed Session Report

VI. RECOGNITION

A Recognition of Years of Service **6:05**
The Board will recognize employees for years of service beginning at ten years and every five years thereafter.

B. Resolution No. 1562.6/15, Recognition of Retiring Employees
The Board will consider approval of a resolution to recognize twelve employees who retired during or at the end of the 2014-15 school year.

RECOMMENDED ACTION: That the Board approve and adopt Resolution No. 1562.6/15, Recognition of Retiring Employees as presented.

C. Teacher of the Year and Classified Employee of the Year, 2015
The Board will recognize the Teacher of the Year and Classified Employee of the Year for 2015.

VII. COMMUNICATIONS **7:00**

A. Employee Organizations
1. Mountain View Educators Association
2. California School Employees Association

B. District Committees

C. Superintendent

VIII. CONSENT AGENDA **7:10**

The following items will be handled with one action; however, any item may be removed from consideration by individual Board Members or the Superintendent. Copies of the applicable documents have been sent to the Board and will be available at the meeting.

A. Personnel Report
Certificated: one change of assignment
Classified: one request for leave of absence, one corrected date of resignation, one resignation, one new hire

B. Minutes
Minutes for the meetings of May 8, 9, 12, 14, and 19, 2015

C. Contracts

D. Crittenden Middle School Book Discard

E. Theuerkauf Elementary Book Discard

F. Board Policy and Administrative Regulation No. 5141.52, Suicide Prevention and Mental Health Promotion (Second Reading)

G. Title III Budget Overview Annual Report

H. Disposal of Surplus Technology Equipment

I. Consolidated Application Spring Release

IX. COMMUNITY COMMENTS 7:20

This is the time reserved for community members to address the Board on items that are not on the agenda. The Board and Administration welcome this opportunity to listen; however, in compliance with the Brown Act, the Board is not permitted to take action on non-agenda items.

Speakers are requested to complete a speaker card and state their name for the record.

If there are additional comments after 10 minutes have elapsed, this item may be continued after all the action and discussion items are completed.

X. REVIEW AND ACTION

Notes on Community Comments on Agendized Items
The staff presentation to the Board will occur first for each item. The Board will then ask clarifying questions. Afterwards, the community will be invited to comment. Any person wishing to speak will be granted up to three (3) minutes at the time the item appears on the agenda. Comments will be taken for up to 10 minutes, with extra time allowed for translation, as needed. Prior to addressing the Board, each speaker is requested to complete a speaker card (located on the counter near the door), give it to the Superintendent's Executive Assistant, and state his/her name for the record. We ask that you speak from the podium so that we may better hear you. At the conclusion of remarks or after 10 minutes has elapsed, the public comment portion is closed for that item and the Board will return to their own deliberations and comments. Please see the Board's "Welcome" brochure for more specifics on how Board meetings are run. The Board is grateful to have district personnel in the audience. These personnel may be consulted during the Board's discussion on any item.

A. Budget Assumptions for the 2015-16 General Fund Budget and Public Hearing **7:30**
The Board will hear budget assumptions for the 2015-16 General Fund Budget and hold a public hearing on the budget.

Public Hearing on Fund Balances In Excess of Minimum Reserve Levels
The Board will also hold a public hearing on the reserve levels.

RECOMMENDED ACTION: That the Board approve the fund balances as stated.

B. Resolution to Join Schools Excess Liability Fund (SELF) **7:50**
The Board will consider approval of a resolution to join the Schools Excess Liability Fund (SELF).

RECOMMENDED ACTION: That the Board approve Resolution No. 1563.6/15, to Join the Schools Excess Liability Fund (SELF) effective July 1, 2015.

C. K-8 Mathematics Materials Recommendation **8:00**
The Board will consider approval of Eureka Math as the new mathematics curriculum beginning in 2015-16.

RECOMMENDED ACTION: That the Board approve the adoption of Eureka Math as the new math curriculum beginning in 2015-16.

D. Approval of Agreement for Employment of Superintendent **8:05**
The Board has extended a proposed Employment Agreement for a new Superintendent. At the time of printing this agenda, the Agreement has not been accepted or finalized. If acceptance occurs prior to the Board meeting, the final Agreement will be available at the Board meeting and the Board may take action to approve the Agreement under this agenda item.

RECOMMENDED ACTION: That the Board approve the Agreement for Employment of Superintendent.

XI. REVIEW AND DISCUSSION

A. Whisman/Slater Area Neighborhood – Proposal to Reopen Slater **8:25**
The Board will hear a presentation from a representative of the Whisman/Slater neighborhood.

B. Schematic Designs Castro **8:45**
The Board will review proposed designs for the two schools on the Castro campus.

C. Local Control Accountability Plan (LCAP) and Public Hearing **9:15**
The Board will review the proposed Local Control Accountability Plan. The plan will be agendized for the June 18, 2015 Board meeting for approval.

Public Hearing
The Board will hold a public hearing on the proposed Local Control Accountability Plan.

D. First Amendment to Lease Agreement with German School of Silicon Valley **9:20**
The Board will discuss a potential First Amendment to Lease Agreement with the German School of Silicon Valley for the District's Whisman School site.

E. Superintendent Search Update **10:00**
The Board will provide an update on the search for a new superintendent.

XII. BOARD UPDATES/BOARD SELF-EVALUATION **10:05**

XIII. CLOSING COMMENTS

XIV. ITEMS FOR FUTURE AGENDAS

XV. FUTURE BOARD MEETING DATES

Date	Anticipated Topics (subject to change)
June 11, 2015	Boundary Advisory Task Force and District Facilities Committee Final Reports
June 18, 2015	Budget Public Hearing and Approval, LCAP Approval, Castro School Design Approval
August 20, 2015	Enrollment Update
September 3, 3015	Unaudited Actuals, Summer School Report

XVI. ADJOURNMENT **10:25**

1. **RECORDING OF MEETINGS:**
The open session will be video recorded and live streamed on the District's website (www.mvwsd.org).

2. **CELL PHONES:**
As a courtesy to others, please turn off your cell phone upon entering.

3. **FRAGRANCE SENSITIVITY:**
Persons attending Board meetings are requested to refrain from using perfumes, colognes or any other products that might produce a scent or chemical emission.

4. **SPECIAL ASSISTANCE FOR ENGLISH TRANSLATION/INTERPRETATION:**
The Mountain View Whisman School District is dedicated to providing access and communication for all those who desire to attend Board meetings. Anyone planning to attend a Board meeting who requires special assistance or English translation or interpretation is asked to call the Superintendent's Office at (650) 526-3552 at least 48 hours in advance of the time and date of the meeting.

El Distrito Escolar de Mountain View Whisman esta dedicado a proveer acceso y comunicación a todas las personas que deseen asistir a las reuniones de la Junta. Se pide que aquellas personas que planean asistir a esta reunión y requieren de asistencia especial llamen a la Oficina del Superintendente al (650) 526-3552 con por lo menos 48 horas de anticipación del horario y fecha de esta reunión, para así poder coordinar los arreglos especiales.

5. **DOCUMENT AVAILABILITY:**
Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office, located at 750-A San Pierre Way during normal business hours.

Los documentos que se les proveen a la mayoría de los miembros de la Mesa Directiva sobre los temas en la sesión abierta de éste orden del día estarán disponibles para la inspección pública en la Oficina del Distrito, localizada en el 750-A San Pierre Way durante las horas de oficinas regulares.

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Special Recognition
Agenda Item Title:	Recognition of Years of Service
Estimated Time:	20 minutes
Person Responsible:	Karen Robinson, Assistant Superintendent

Background:

Employees of the Mountain View Whisman School District will be recognized for their years of service in the district. The employees' years of service will be recognized at five-year increments beginning with ten years of service.

Fiscal Implication:

None.

Recommended Action:

That the Board officially recognize identified employees for their years of service in the district.

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category: Special Recognition

Agenda Item Title: Resolution No. 1562.6/15, Recognition of Retiring Employees

Estimated Time: 20 minutes

Person Responsible: Karen Robinson, Assistant Superintendent

Background:

Ms. Robinson will present Resolution No. 1562.6/15, Recognition of Retiring Employees in honor of nine employees who will retire from the Mountain View Whisman School District at the end of the 2014-2015 school year or who have retired during the 2014-15 school year.

Fiscal Implication:

None.

Recommended Action:

That the Board of Trustees adopt Resolution No. 1562.6/15, Recognition of Retiring Employees in recognition of the retiring employees of the Mountain View Whisman School District, as presented.

Mountain View Whisman School District

Resolution No 1562.6/15

Resolution of Recognition of Retiring Employees

Mary Allen – 13 Year of Service
Marie Doolittle – 18 Years of Service
Dora Fishman – 11 Years of Service
Robin Granse – 25 Years of Service
Sharon Hicks – 18 Years of Service
Barbara McDowell – 18 Years of Service
Ellen Ratner – 19 Years of Service
Connie Sawdey – 12 Years of Service
Melinda Witmeyer – 21 Years of Service

WHEREAS, the nine retiring employees have contributed to the education of students of Mountain View Whisman School District; and

WHEREAS, they have played a vital role in the District's learning programs, guiding young people in citizenship and responsibility for themselves and the greater community, contributed to establishment and promotion of a positive instructional environment, played a vital role in providing for the welfare and safety of Mountain View Whisman School District's students; and

WHEREAS, they have unselfishly given their time, energy, and creativity to young people in Mountain View Whisman School District.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Mountain View Whisman School District does hereby recognize and honor the employees at their retirement.

PASSED AND ADOPTED by the Mountain View Whisman School District Board of Trustees this 4th day of June, 2015.

President	Vice President
Clerk	Member
Member	Superintendent

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Special Recognition
Agenda Item Title:	Teacher of the Year, 2015 Classified Employee of the Year, 2015
Estimated Time:	10 minutes
Person Responsible:	Karen Robinson, Assistant Superintendent

Background:

The Mountain View Whisman School District is happy to announce the selection of the Teacher of the Year and the Classified Employee of the Year Awards for 2015. Nominations were submitted by district employees based on specific criteria.

The selection committees were comprised of representation from District staff and administration.

Fiscal Implication:

None.

Recommended Action:

That the Board officially recognize the Teacher of Year and the Classified Employee of the Year for 2015 as presented.

First Name	Last Name	Position	Status	Site	FTE	Action	Details of Action	From	To	Admin. Rec.	Date of Action	Date of Board Meeting
Laura	Vantress	Sp Ed Instructional Assistant		Landels		Leave of Absence	Personal Unpaid Leave of Absence	5/18/15	6/5/15	Approve	5/18/15	6/4/15
Terese	McNamee	Chief Business Officer		District Office		Resignation	Corrected Date of Resignation				6/30/15	6/4/15
Anna	Quijano	Clerical Assistant III		District Office		Resignation					5/18/15	6/4/15
Elsa	Schmidtberger	Clerical Assistant III		District Office		New Hire					5/22/15	6/4/15
Stephen	Chesley	Principal		Landels		Change of Assignment	FROM Assistant Principal, Graham Middle School, 1.0 FTE TO Elementary Principal, Landels, 1.0 FTE				7/1/15	6/4/15

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

BOARD OF TRUSTEES
SPECIAL MEETING
500 Castro Street
Mountain View, CA
5:55 p.m.

May 8, 2015

MINUTES

CALL TO ORDER — The meeting was called to order by Mr. Chiang at 6:00 p.m.

Pledge — As there was no flag in the room, the Pledge was not recited.

Roll Call — Present: Mr. Chiang, Mr. Lambert, Mr. Nelson, Ms. Wheeler
Absent: Mr. Coladonato

Approval of Agenda — A motion was made by Ms. Wheeler and seconded by Mr. Lambert to approve the agenda as presented.

Ayes: Mr. Chiang, Mr. Lambert, Mr. Nelson, Ms. Wheeler
Noes:
Absent: Mr. Coladonato

OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA — No member of the public wished to address the Board.

CLOSED SESSION: — The meeting was adjourned to Closed Session at 6:00 p.m.
Public Employment: Superintendent

Mr. Coladonato arrived at 6:07 p.m.

RECONVENE OPEN SESSION — The meeting was reconvened at 8:35 p.m.

Closed Session Report — Mr. Chiang reported that no action was taken in Closed Session.

ADJOURNMENT

The meeting was adjourned at 8:35 p.m.

Clerk of the Board

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

BOARD OF TRUSTEES
SPECIAL MEETING
500 Castro Street
Mountain View, CA
7:55 a.m.

May 9, 2015

MINUTES

CALL TO ORDER — The meeting was called to order by Mr. Chiang at 8:03 a.m.

Pledge — As there was no flag in the room, the Pledge was not recited.

Roll Call — Present: Mr. Coladonato, Mr. Chiang, Mr. Lambert, Mr. Nelson, Ms. Wheeler
Absent:

Approval of Agenda — A motion was made by Ms. Wheeler and seconded by Mr. Lambert to approve the agenda as presented.

Ayes: Mr. Coladonato, Mr. Chiang, Mr. Lambert, Mr. Nelson, Ms. Wheeler
Noes:

OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA — No member of the public wished to address the Board.

CLOSED SESSION: *Public Employment: Superintendent* — The meeting was adjourned to Closed Session at 8:04 a.m.

RECONVENE OPEN SESSION — The meeting was reconvened at 3:00 p.m.

Closed Session Report — Mr. Chiang reported that no action was taken in Closed Session.

ADJOURNMENT

The meeting was adjourned at 3:00 p.m.

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Clerk of the Board

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

BOARD OF TRUSTEES
SPECIAL MEETING
750-A San Pierre Way
Mountain View, CA
5:00 p.m.

May 12, 2015

M I N U T E S

CALL TO ORDER — The meeting was called to order by Mr. Chiang at 5:03 p.m.

Pledge — As there was no flag in the room, the Pledge was not recited.

Roll Call — Present: Mr. Chiang, Mr. Lambert, Mr. Nelson, Ms. Wheeler
Absent: Mr. Coladonato

Approval of Agenda — A motion was made by Ms. Wheeler and seconded by Mr. Nelson to approve the agenda as presented.

Ayes: Mr. Chiang, Mr. Lambert, Mr. Nelson, Ms. Wheeler
Noes:
Absent: Mr. Coladonato

REVIEW AND DISCUSSION

Update on Superintendent Search — The Board heard an update on the superintendent search.

The following member of the public address the Board:

- Sanjay Dave, regarding search firm

Mr. Coladonato arrived at 5:08 p.m.

OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA — No member of the public wished to address the Board.

CLOSED SESSION: *Public Employment: Superintendent* — The meeting was adjourned to Closed Session at 5:32 p.m.

RECONVENE OPEN SESSION — The meeting was reconvened at 6:35 p.m.

Closed Session Report Mr. Chiang reported that no action was taken in Closed Session.

ADJOURNMENT

The meeting was adjourned at 6:35 p.m.

Clerk of the Board

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

BOARD OF TRUSTEES
SPECIAL MEETING
Google Quad 4
389 North Whisman Road
Mountain View, CA
4:00 p.m.

May 14, 2015

M I N U T E S

CALL TO ORDER — The meeting was called to order by Mr. Chiang at 4:08 p.m.

Pledge — As there was no flag in the room, the Pledge was not recited.

Roll Call — Present: Mr. Coladonato, Mr. Chiang, Mr. Lambert, Mr. Nelson
Absent: Ms. Wheeler

Approval of Agenda — A motion was made by Mr. Nelson and seconded by Mr. Coladonato to approve the agenda as presented.

Ayes: Mr. Coladonato, Mr. Chiang, Mr. Lambert, Mr. Nelson, Ms. Wheeler
Noes:
Absent: Ms. Wheeler

OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA — No member of the public wished to address the Board.

CLOSED SESSION: — The meeting was adjourned to Closed Session at 4:08 p.m.
Public Employment: Superintendent — Ms. Wheeler arrived at 4:55 p.m.

RECONVENE OPEN SESSION — The meeting was reconvened at 8:30 p.m.

Closed Session Report — Mr. Chiang reported that no action was taken in Closed Session.

ADJOURNMENT — The meeting was adjourned at 8:30 p.m.

Clerk of the Board

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

BOARD OF TRUSTEES
SPECIAL MEETING
115 West Dana
Mountain View, CA
6;00 p.m.

May 19, 2015

MINUTES

CALL TO ORDER — The meeting was called to order by Mr. Chiang at 6:10 p.m.

Pledge — As there was no flag in the room, the Pledge was not recited.

Roll Call — Present: Mr. Coladonato, Mr. Chiang, Mr. Lambert, Mr. Nelson, Ms. Wheeler
Absent:

Approval of Agenda — A motion was made by Ms. Wheeler and seconded by Mr. Lambert to approve the agenda as presented.

Ayes: Mr. Coladonato, Mr. Chiang, Mr. Lambert, Mr. Nelson, Ms. Wheeler
Noes:

OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA — No member of the public wished to address the Board.

CLOSED SESSION: *Public Employment: Superintendent* — The meeting was adjourned to Closed Session at 6:11 p.m.

RECONVENE OPEN SESSION — The meeting was reconvened at 10:00 p.m.

Closed Session Report — Mr. Chiang reported that no action was taken in Closed Session.

ADJOURNMENT

The meeting was adjourned at 10:00 p.m.

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Clerk of the Board

Agreements/Contracts/Memorandums of Understanding

Meeting of Board of Trustees, June 4, 2015

Date to Board	Person Submitting	Name	Purpose of Contract	Amount	Source of Funding	Term of Agreement	Coding
6/4/2015	Cathy Baur	Axlom Advisors & Consultants, Inc.	Contract for services relating to School Accountability Report Cards SARCSelect	$5,100.00	Ed Services	7/01/15 - 6/30/16	Fund 010 Object 5830 Cost Center 021000
6/4/2015	Terese McNamee	Benson Lee, Consulting	CEQA proposal for environmental services of new construction @ CA	$210.00	Measure G	Spring 2015	Fund 211 Object 5830
6/4/2015	Kevin Skelly	BHM Construction, Inc.	Change order #1 @ GR (MUR, library, lounge, rr)	$54,743.00	Measure G Phase II	Summer 2015	Fund 211 Object 6230
6/4/2015	Kevin Skelly	MRC Smart Technology Solutions	Xerox copier service agreements @ CA preschool	$111.23 / mo + applicable taxes	Castro	6/2015 - 6/2020 60 months	Fund 120 Object 5610 / 4310 CC 610500 / 951100
6/4/2015	Kevin Skelly	MRC Smart Technology Solutions	Xerox copier service agreements @ STx2	$476.55 / mo + applicable taxes	Stevenson	6/2015 - 6/2020 60 months	Fund 020 Object 5610 / 4310 CC 110000
6/4/2015	Jim McCloskey	Opening Technologies, Inc.	Provide school hardware, cylinders, & keys for rooms 46-47 @ GR	$4,118.75	Measure G Deferred Maint	Spring 2015	Fund 211 Object 6230
6/4/2015	Jim McCloskey	S and L Fence	New fence screen for visual barrier from residential and baseball field @ GR	$1,802.97	Graham MOT	Spring 2015	Fund 050 Object 5830
6/4/2015	Jim McCloskey	S and L Fence	New fence with repairs along backside @ ML	$4,872.10	Monta Loma	Spring 2015	Fund 050 Object 5830
6/4/2015	Cathy Baur	Santa Clara County Office of Education (SCCOE)	MOU to support the district with the implementation of the Common Core State Standards - Mathematics	$8,000.00	CCSS	7/01/15 - 6/30/16	Fund 060 Object 5830
6/4/2015	Kevin Skelly	Santa Clara County Department of Environmental Health	Kitchen plan review for walk-in box @ CR	$329.00	Measure G Inspection Services	Summer 2015	Fund 211 Object 5864
6/4/2015	Kevin Skelly	Santa Clara County Department of Environmental Health	Kitchen plan review expediting fee @ CR	$493.00	Measure G Inspection Services	Summer 2015	Fund 211 Object 5864
6/4/2015	Kevin Skelly	Santa Clara County Department of Environmental Health	Kitchen plan review @ GR	$1,096.00	Measure G Inspection Services	Summer 2015	Fund 211 Object 5864
6/4/2015	Kevin Skelly	Santa Clara County Department of Environmental Health	Kitchen plan review expediting fee @ CR	$493.00	Measure G Inspection Services	Summer 2015	Fund 211 Object 5864
6/4/2015	Kevin Skelly	School Services of California, Inc. (SSC)	Fiscal budget services	$2,760.00	General Fund	7/01/15 - 6/30/16	Fund 010 Object 5830
6/4/2015	Kevin Skelly	SubDynamic Locating Services, Inc.	Utility survey for location of electrical & communications @ GR	$412.50	Measure G Phase III	4/27/2015	Fund 211 Fund 6211
6/4/2015	Kevin Skelly	YMCA (El Camino)	Agreement for 2015 summer learning loss prevention school partnership	No charge to MVWSD students	Parcel Tax	Summer 2015	N/A

Mountain View Whisman School District

Agenda Item for Board Meeting June 4, 2015

Agenda Category: Consent

Agenda Item Title: Crittenden Middle School Discard

Estimated Time: -

Person Responsible: Cathy Baur, Assistant Superintendent

Background:

When district-owned books, equipment and supplies become unusable, obsolete, or no longer needed, the Superintendent or designee shall identify these items to the Governing Board, together with their estimated value and a recommendation that they be sold or disposed of by one of the methods prescribed in law and administrative regulations.

- Currently adopted instructional materials replace various past-adopted materials.
- The following process will be used to discard the identified instructional materials:
  - ☐ Post a notice to inform parent, students, and teachers that these books are available for them to take.
  - ☐ Destroy or disposal

Fiscal Implication:

None

Recommended Action:

Approve of disposal plan

Main library books--Crittenden Middle School 2014-2015 (sub. APR. 2015)			
Title	Year	Auth/Pub	Barcode
World Book Encyclopedia, 1 set	2001	World Bk, Inc	300010006000857
World Book Encyclopedia, 1 set	2001	World Bk, Inc	300010006000198
World Book Encyclopedia, 1 set	2001	World Bk, Inc	300010006000633
Webster's New World Dictionary (75)	1983	Simon&Schus	unbarcoded
Ancient world content area reader	?	Holt	26001
Ancient world content area reader	?	Holt	15408
Ancient world content area reader	?	Holt	15404
Ancient world content area reader	?	Holt	15403
Ancient world content area reader	?	Holt	23821
Ancient world content area reader	?	Holt	15407
Ancient world content area teacher's guide	?	Holt	15399
Ancient world content area teacher's guide	?	Holt	15394
Ancient world content area teacher's guide	?	Holt	15398
Ancient world content area teacher's guide	?	Holt	25999
Ancient world content area teacher's guide	?	Holt	unbarcoded
A world in transition content area read	?	Holt	15603
A world in transition content area read	?	Holt	17720
A world in transition content area read	?	Holt	15602
A world in transition content area read	?	Holt	unbarcoded
US change and challenge content read	?	Holt	16026
US change and challenge content read	?	Holt	31945
US change and challenge content read	?	Holt	15994
US change and challenge content read	?	Holt	16027
US change and challenge content read	?	Holt	unbarcoded
A world in transition teacher's guide	?	Holt	17725
A world in transition teacher's guide	?	Holt	31939
A world in transition teacher's guide	?	Holt	31933
A world in transition teacher's guide	?	Holt	unbarcoded
A world in transition teacher's guide	?	Holt	unbarcoded
Music of the world teacher's guide	?	Holt	58382
Music of the world teacher's guide	?	Holt	58381
Music of the world teacher's guide	?	Holt	58380
Music of the world teacher's guide	?	Holt	58383
Music of the world teacher's guide	?	Holt	32306
Music of the world teacher's guide	?	Holt	32307
Geography kit	1999	Houghton-Mifflin	26189
Geography kit	1999	Houghton-Mifflin	26188
Geography kit	1999	Houghton-Mifflin	26186
Geography kit	1999	Houghton-Mifflin	26187
Geography kit	1999	Houghton-Mifflin	unbarcoded
World Almanac 2004	2004	World Almanac	30001000131039

World Almanac 2004	2004	World Almanac	30001000131179
World Almanac 2004	2004	World Almanac	30001000131021
World Almanac 2004	2004	World Almanac	30001000130908
World Almanac 2004	2004	World Almanac	30001000131013
World Almanac 2004	2004	World Almanac	30001000130957
World Almanac 2004	2004	World Almanac	30001000131195
World Almanac 2004	2004	World Almanac	30001000131161
World Almanac 2004	2004	World Almanac	30001000130916
World Almanac 2004	2004	World Almanac	30001000131120
World Almanac 2004	2004	World Almanac	30001000130973
World Almanac 2004	2004	World Almanac	30001000131187
World Almanac 2004	2004	World Almanac	30001000130924
World Almanac 2004	2004	World Almanac	30001000130965
World Almanac 2004	2004	World Almanac	30001000131104
World Almanac 2004	2004	World Almanac	30001000131005
World Almanac 2004	2004	World Almanac	30001000130890
World Almanac 2004	2004	World Almanac	30001000131062
World Almanac 2004	2004	World Almanac	30001000131146
World Almanac 2004	2004	World Almanac	30001000131203
World Almanac 2004	2004	World Almanac	30001000131138
World Almanac 2004	2004	World Almanac	30001000131211
World Almanac 2004	2004	World Almanac	30001000130999
World Almanac 2004	2004	World Almanac	30001000131054
World Almanac 2004	2004	World Almanac	unbarcoded
World Almanac 2004	2004	World Almanac	unbarcoded
World Almanac 2009	2009	World Almanac	90600884
World Almanac 2009	2009	World Almanac	90600879
World Almanac 2009	2009	World Almanac	90600875
World Almanac 2009	2009	World Almanac	90600888
World Almanac 2009	2009	World Almanac	90600891
World Almanac 2009	2009	World Almanac	90600904
World Almanac 2009	2009	World Almanac	90600870
World Almanac 2009	2009	World Almanac	90600874
World Almanac 2009	2009	World Almanac	90600898
World Almanac 2009	2009	World Almanac	90600890
World Almanac 2009	2009	World Almanac	90600885
World Almanac 2009	2009	World Almanac	90600893
World Almanac 2009	2009	World Almanac	90600887
World Almanac 2009	2009	World Almanac	90600897
World Almanac 2009	2009	World Almanac	90600900
World Almanac 2009	2009	World Almanac	90600873
World Almanac 2009	2009	World Almanac	90600881
World Almanac 2009	2009	World Almanac	90600869
World Almanac 2009	2009	World Almanac	90600868

World Almanac 2009	2009	World Almanac	90600903
World Almanac 2009	2009	World Almanac	90600902
World Almanac 2009	2009	World Almanac	90600882
World Almanac 2009	2009	World Almanac	90600886
World Almanac 2009	2009	World Almanac	90600878
World Almanac 2009	2009	World Almanac	90600899
World Almanac 2009	2009	World Almanac	90600880
World Almanac 2009	2009	World Almanac	90600894
Roget's II new thesaurus (42 copies)	1995	Houghton-Mifflin	unbarcoded
Longman's advanced dictionary (33)	2000	Longman	unbarcoded
Great adventures with National Geog.	1963	Nat'l Geographic	30001000081432
Castle	1977	Macaulay	30001000048928
Castle	1977	Macaulay	30001000119760
Castle	1977	Macaulay	30001000119471
Castle	1977	Macaulay	30001000119646
Castle	1977	Macaulay	30001000119703
Castle	1977	Macaulay	30001000119539
Pyramid	1975	Macaulay	30001000051237
Pyramid	1975	Macaulay	90600503
City	1974	Macaulay	90600497
City	1974	Macaulay	90600492
Cathedral	1973	Macaulay	30001000119489
Cathedral	1973	Macaulay	30001000119711
The Simpsons handbook DAMAGED	2007	Harper	90602441
Fish DAMAGED	1990	DK Eyewitness	30001000113318
Shadow Boxer DAMAGED	1993	Lynch	30001000301186
Dr. Dredd's wagon of wonders	1987	Brittain	30001000099152
Kid in the red jacket	1987	Park	30001000123986
Kid in the red jacket	1987	Park	30001000123929
Jacob have I loved	1980	Paterson	30001000107740
Jacob have I loved	1980	Paterson	30001000107732
Jacob have I loved	1980	Paterson	30001000107724
Jacob have I loved	1980	Paterson	30001000107716
Jacob have I loved	1980	Paterson	30001000107757
Sweet whispers brother rush	1982	Hamilton	30001000013799
A spell for chameleon	1977	Anthony	30001000411936
Let's read about finding books	1993	Cullinan	47289
Illustrated TV dictionary	1980	Miller	30001000079113
Sweet and sour	1978	Kendall	90604006
Witch of blackbird pond	1958	Speare	90602994
Witch of blackbird pond	1958	Speare	30001000025926
Wild Side: weird science (all)	1985	Jamestown	Barcoded
Wild Side: extreme sports (all)	1985	Jamestown	Barcoded
Surprises	1990	Jamestown	30001000105439

Surprises	1990	Jamestown	30001000105264
Surprises	1990	Jamestown	30001000105306
Surprises	1990	Jamestown	30001000105470
Surprises	1990	Jamestown	30001000105496
Surprises	1990	Jamestown	30001000105520
Surprises	1990	Jamestown	30001000105363
Surprises	1990	Jamestown	30001000105371
Surprises	1990	Jamestown	30001000105405
Surprises	1990	Jamestown	30001000105504
Surprises	1990	Jamestown	30001000105546
Surprises	1990	Jamestown	30001000105512
Shocks	1990	Jamestown	30001000105249
Shocks	1990	Jamestown	30001000105165
Shocks	1990	Jamestown	30001000105140
Shocks	1990	Jamestown	30001000105181
Shocks	1990	Jamestown	30001000105256
Shocks	1990	Jamestown	30001000105207
Shocks	1990	Jamestown	30001000105124
Shocks	1990	Jamestown	30001000105173
Shocks	1990	Jamestown	30001000105058
Shocks	1990	Jamestown	30001000105066
Shocks	1990	Jamestown	30001000105090
Shocks	1990	Jamestown	30001000105231
Adventures	1990	Jamestown	30001000103756
Adventures	1990	Jamestown	30001000103814
Adventures	1990	Jamestown	30001000104028
Adventures	1990	Jamestown	30001000103798
Adventures	1990	Jamestown	30001000103772
Adventures	1990	Jamestown	30001000104010
Adventures	1990	Jamestown	30001000103780
Adventures	1990	Jamestown	30001000103947
Chills	1990	Jamestown	30001000104374
Chills	1990	Jamestown	30001000104440
Chills	1990	Jamestown	30001000104366
Chills	1990	Jamestown	30001000104580
Chills	1990	Jamestown	30001000104556
Chills	1990	Jamestown	30001000104515
Chills	1990	Jamestown	30001000104424
Chills	1990	Jamestown	30001000104648
Chills	1990	Jamestown	30001000104465
Chills	1990	Jamestown	30001000104614
Chills	1990	Jamestown	30001000104432
Chills	1990	Jamestown	30001000104382
More adventures	1990	Jamestown	30001000104077

More adventures	1990	Jamestown	30001000104317
More adventures	1990	Jamestown	30001000104093
More adventures	1990	Jamestown	30001000104309
More adventures	1990	Jamestown	30001000104101
More adventures	1990	Jamestown	30001000104200
More adventures	1990	Jamestown	30001000104259
More adventures	1990	Jamestown	30001000104325
More adventures	1990	Jamestown	30001000104242
More adventures	1990	Jamestown	30001000104168
More adventures	1990	Jamestown	30001000104143
More adventures	1990	Jamestown	30001000104192
More adventures	1990	Jamestown	30001000104176
More adventures	1990	Jamestown	30001000104275
More adventures	1990	Jamestown	30001000104333
More adventures	1990	Jamestown	30001000104184
More adventures	1990	Jamestown	30001000104069
More adventures	1990	Jamestown	30001000104341
More adventures	1990	Jamestown	30001000104127
More adventures	1990	Jamestown	30001000104291
More adventures	1990	Jamestown	30001000104135
More chills	1990	Jamestown	30001000104929
More chills	1990	Jamestown	30001000104770
More chills	1990	Jamestown	30001000104671
More chills	1990	Jamestown	30001000104689
More chills	1990	Jamestown	30001000104861
More chills	1990	Jamestown	30001000104663
More chills	1990	Jamestown	30001000104812
More chills	1990	Jamestown	30001000104754
More chills	1990	Jamestown	30001000104788
More chills	1990	Jamestown	30001000104747
More chills	1990	Jamestown	30001000104796
More chills	1990	Jamestown	30001000104762
More chills	1990	Jamestown	30001000104739
More chills	1990	Jamestown	30001000104903
More chills	1990	Jamestown	30001000104879
More chills	1990	Jamestown	30001000104853
More chills	1990	Jamestown	30001000104713
More chills	1990	Jamestown	30001000104705
More chills	1990	Jamestown	30001000104804
More chills	1990	Jamestown	30001000104887
More chills	1990	Jamestown	30001000104838
More chills	1990	Jamestown	30001000104721
More chills	1990	Jamestown	30001000104846
More chills	1990	Jamestown	30001000104945

More chills	1990	Jamestown	30001000104937
More surprises	1990	Jamestown	30001000105819
More surprises	1990	Jamestown	30001000105827
More surprises	1990	Jamestown	30001000105702
More surprises	1990	Jamestown	30001000105637
More surprises	1990	Jamestown	30001000105587
More surprises	1990	Jamestown	30001000105678
More surprises	1990	Jamestown	30001000105660
More surprises	1990	Jamestown	30001000105652
More surprises	1990	Jamestown	30001000105629
More surprises	1990	Jamestown	30001000105710
More surprises	1990	Jamestown	30001000105561
More surprises	1990	Jamestown	30001000105686
More surprises	1990	Jamestown	30001000105728
More surprises	1990	Jamestown	30001000105611
More surprises	1990	Jamestown	30001000105843
More surprises	1990	Jamestown	30001000105603
More surprises	1990	Jamestown	30001000105835
More surprises	1990	Jamestown	30001000105579
More surprises	1990	Jamestown	30001000105736
More surprises	1990	Jamestown	30001000105744
More surprises	1990	Jamestown	30001000105751
More surprises	1990	Jamestown	30001000105769
More surprises	1990	Jamestown	30001000105694
More surprises	1990	Jamestown	30001000105645
Anthology of science fiction (all copies)	?	Holt	90605461
Anthology of science fiction (all copies)	?	Holt	90605460
Anthology of science fiction (all copies)	?	Holt	90605459
Anthology of science fiction (all copies)	?	Holt	90605458
Anthology of science fiction (all copies)	?	Holt	90605457
Anthology of science fiction (all copies)	?	Holt	90605456
Anthology of science fiction (all copies)	?	Holt	90605455
Anthology of science fiction (all copies)	?	Holt	90605450
Anthology of science fiction (all copies)	?	Holt	90605449
Anthology of science fiction (all copies)	?	Holt	90605448
Anthology of science fiction (all copies)	?	Holt	90605454
Anthology of science fiction (all copies)	?	Holt	90605453
Anthology of science fiction (all copies)	?	Holt	90605452
Anthology of science fiction (all copies)	?	Holt	90605451
Anthology of science fiction (all copies)	?	Holt	90605444
Anthology of science fiction (all copies)	?	Holt	90605447
Anthology of science fiction (all copies)	?	Holt	90605446
Anthology of science fiction (all copies)	?	Holt	90605445
Anthology of science fiction (all copies)	?	Holt	90605438

Anthology of science fiction (all copies)	?	Holt	90605437
Anthology of science fiction (all copies)	?	Holt	90605436
Anthology of science fiction (all copies)	?	Holt	90605435
Anthology of science fiction (all copies)	?	Holt	90605434
Anthology of science fiction (all copies)	?	Holt	90605443
Anthology of science fiction (all copies)	?	Holt	90605442
Anthology of science fiction (all copies)	?	Holt	90605441
Anthology of science fiction (all copies)	?	Holt	90605440
Anthology of science fiction (all copies)	?	Holt	90605439
Mailbox, The	2008	Shafer	90602596
Mailbox, The	2008	Shafer	90602594
Mailbox, The	2008	Shafer	90602580
Mailbox, The	2008	Shafer	90602599
Mailbox, The	2008	Shafer	90602598
Mailbox, The	2008	Shafer	90602613
Mailbox, The	2008	Shafer	90602579
Mailbox, The	2008	Shafer	90602608
Mailbox, The	2008	Shafer	90602597
Mailbox, The	2008	Shafer	90602612
Mailbox, The	2008	Shafer	90602611
Mailbox, The	2008	Shafer	90602600
Mailbox, The	2008	Shafer	90602577
Mailbox, The	2008	Shafer	90602578
Mailbox, The	2008	Shafer	90602606
Mailbox, The	2008	Shafer	90602607
Mailbox, The	2008	Shafer	90602574
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Mailbox, The	2008	Shafer	90602595
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Mailbox, The	2008	Shafer	90602591
Mailbox, The	2008	Shafer	90602536
Mailbox, The	2008	Shafer	90602589
Mailbox, The	2008	Shafer	90602590
Mailbox, The	2008	Shafer	90602535
Mailbox, The	2008	Shafer	90602586
Mailbox, The	2008	Shafer	90602588

Mailbox, The	2008	Shafer	90602621
Mailbox, The	2008	Shafer	90602530
Beowulf a new telling- DAMAGED	1968	Nye	90606945
Beowulf a new telling- DAMAGED	1968	Nye	90606954
Beowulf a new telling- DAMAGED	1968	Nye	90606167
Beowulf a new telling- DAMAGED	1968	Nye	90606170
Beowulf a new telling- DAMAGED	1968	Nye	90606148
Beowulf a new telling- DAMAGED	1968	Nye	90606163
Beowulf a new telling- DAMAGED	1968	Nye	90606112
Beowulf a new telling- DAMAGED	1968	Nye	90606939
Beowulf a new telling- DAMAGED	1968	Nye	90606176
Beowulf a new telling- DAMAGED	1968	Nye	90606169
Beowulf a new telling- DAMAGED	1968	Nye	90606127
Beowulf a new telling- DAMAGED	1968	Nye	90606949
Beowulf a new telling- DAMAGED	1968	Nye	90606173
Beowulf a new telling- DAMAGED	1968	Nye	90606122
Beowulf a new telling- DAMAGED	1968	Nye	90606955
Beowulf a new telling- DAMAGED	1968	Nye	90606946
Beowulf a new telling- DAMAGED	1968	Nye	90606183
Beowulf a new telling- DAMAGED	1968	Nye	90606965
Beowulf a new telling- DAMAGED	1968	Nye	90606177
Beowulf a new telling- DAMAGED	1968	Nye	90606166
Beowulf a new telling- DAMAGED	1968	Nye	90606175
Beowulf a new telling- DAMAGED	1968	Nye	90606120
Beowulf a new telling- DAMAGED	1968	Nye	90606165
Beowulf a new telling- DAMAGED	1968	Nye	90606168
Beowulf a new telling- DAMAGED	1968	Nye	90606138
Beowulf a new telling- DAMAGED	1968	Nye	90606182
Beowulf a new telling- DAMAGED	1968	Nye	90606984
Beowulf a new telling- DAMAGED	1968	Nye	90606126
Beowulf a new telling- DAMAGED	1968	Nye	90606963
Beowulf a new telling- DAMAGED	1968	Nye	90606950
Beowulf a new telling- DAMAGED	1968	Nye	90606985
Beowulf a new telling- DAMAGED	1968	Nye	90606124
Beowulf a new telling- DAMAGED	1968	Nye	90606123
Beowulf a new telling- DAMAGED	1968	Nye	90606161
Beowulf a new telling- DAMAGED	1968	Nye	90606164
Beowulf a new telling- DAMAGED	1968	Nye	90606128
Beowulf a new telling- DAMAGED	1968	Nye	90606171
Beowulf a new telling- DAMAGED	1968	Nye	90606938
Beowulf a new telling- DAMAGED	1968	Nye	90606172
Beowulf a new telling- DAMAGED	1968	Nye	90606174
Beowulf a new telling- DAMAGED	1968	Nye	90606121
Beowulf a new telling- DAMAGED	1968	Nye	90606948

Beowulf a new telling- DAMAGED	1968	Nye	90606947
Beowulf a new telling- DAMAGED	1968	Nye	90606973
Beowulf a new telling- DAMAGED	1968	Nye	90606953
Beowulf a new telling- DAMAGED	1968	Nye	90607879
Beowulf a new telling- DAMAGED	1968	Nye	90606147
Beowulf a new telling- DAMAGED	1968	Nye	90606146
Beowulf a new telling- DAMAGED	1968	Nye	90606140
Beowulf a new telling- DAMAGED	1968	Nye	90606975
Beowulf a new telling- DAMAGED	1968	Nye	90606125
Beowulf a new telling- DAMAGED	1968	Nye	90606962
Beowulf a new telling- DAMAGED	1968	Nye	90606132

Mountain View Whisman School District

Agenda Item for Board Meeting June 4, 2015

Agenda Category: Consent Agenda

Agenda Item Title: Theuerkauf Elementary School Discard

Estimated Time: -

Person Responsible: Cathy Baur, Assistant Superintendent

Background:

When district-owned books, equipment and supplies become unusable, obsolete, or no longer needed, the Superintendent or designee shall identify these items to the Governing Board, together with their estimated value and a recommendation that they be sold or disposed of by one of the methods prescribed in law and administrative regulations.

- Currently adopted instructional materials replace various past-adopted materials.
- The following process will be used to discard the identified instructional materials:
  - ☐ Post a notice to inform parent, students, and teachers that these books are available for them to take.
  - ☐ Destroy or disposal

Fiscal Implication:

None

Recommended Action:

Approve of disposal plan

TITLE	REASON	BARCODE
Horrid Henry's Christmas	mildew	30005000206206
Curious George and the Pizza	mildew	30005000203218
The Sidewalk Ends	mildew	30005000116692
My Lucky Day	tattered beyond repair	30005000107402
Harry Potter and the Chamber of Secrets	tattered beyond repair	30005000090731
Curious George Goes to a Movie	written in	30005000204973
The Case of the Mossy Monster	liquid damage	30005000206243
Ivy + Bean Take Care of the Babysitter (#4)	tattered beyond repair	30005000205128
Arthur's Family Vacation	liquid damage	30005000205912
The Diary of a Young Girl	inappropriate for elem.	30005000060361
African Crafts for you to Make	no circulation	30005000034648
Mercy Watson: Princess in Disguise	tattered beyond repair	30005000201095
Bernadette's Busy Morning	no circulation	30005000001118
Daniel X: Alien Hunter	missing pages	30005000205204
Dexter's Journey	missing pages	30005001500118
Jennifer's Walk	minimal circ.	30005000016918
Why Do Our Bodies Stop Growing?	no circulation	43799
Harry Potter and the Goblet of Fire	minimal circ.	30005000096514
Harry Potter and the Goblet of Fire	minimal circ.	30005000096340
Harry Potter and the Goblet of Fire	minimal circ.	30005000096332
Harry Potter and the Goblet of Fire	minimal circ.	30005000096456
Harry Potter and the Sorcerer's Stone	minimal circ.	30005000078819
Harry Potter and the Sorcerer's Stone	no circulation (3Y)	30005000092497
Harry Potter and the Sorcerer's Stone	no circulation (3Y)	30005000092265
Harry Potter and the Sorcerer's Stone	damaged	30005000092505
Harry Potter and the Chamber of Secrets	no circulation (5Y)	30005000092182
Harry Potter and the Chamber of Secrets	no circulation (5Y)	30005000090673
Harry Potter and the Chamber of Secrets	no circulation (3Y)	30005000090616
Harry Potter and the Chamber of Secrets	no circulation (2Y)	30005000092125
Harry Potter and the Chamber of Secrets	damaged	30005000086895
Harry Potter and the Prisoner of Azkaban	minimal circ.	30005000092273
Harry Potter and the Prisoner of Azkaban	minimal circ.	30005000092455
Harry Potter and the Prisoner of Azkaban	minimal circ.	30005000092588
Harry Potter and the Prisoner of Azkaban	minimal circ.	30005000092398
Harry Potter and the Prisoner of Azkaban	minimal circ.	30005000092406
Harry Potter and the Prisoner of Azkaban	minimal circ.	30005000092521
Harry Potter and the Prisoner of Azkaban	damaged	30005000092349
I Survived the San Francisco Earthquake, 1906	mildew	30005000206964
The Case of the Condemned Cat	minimal circ.	30005000200119
Mystery of the Fog Man	no circulation (5Y)	30005000015910
Body in the Brillstone Garage	no circulation (5Y)	30005000012735
Ghost Train	no circulation (5Y)	30005000082472
A Castle of Bone	no circulation (4Y)	30005000200100
The Case of the Phantom Frog	no circulation (4Y)	30005000116593
The Case of the Condemned Cat	no circulation (4Y)	30005000116536
The Case of the Treetop Treasure	no circulation (4Y)	30005000012917
The Lightship Mystery	no circulation (4Y)	30005000011349
The Rocking-Chair Ghost	no circulation (4Y)	30005000015753
The Cave Above Delphi	no circulation (3Y)	30005000200118
The Case of the Burgled Blessing Box	no circulation (3Y)	30005000016348
Mystery of the Fog Man	no circulation	30005000200772
The Secret of the Simple Code	no circulation	30005000015852
The Case of the Phantom Frog	no circulation	30005000012859

Indian Horse Mystery	no circulation	30005000116650
The Fox Hollow Mystery	no circulation	30005000200120
The Ghost of Windy Hill	no circulation	30005000014970
The Case of the Burgled Blessing Box	no circulation	30005000116718
Harry Potter and the Sorcerer's Stone	damaged	30005000092448
Welcome to Dead House	missing page	30005000200742
The Story of the First Thanksgiving	tattered beyond repair	30005000066392
Raymond & Graham Cool Campers	missing page	30005000206269
The Little Witch's Black Magic Book of Disguises	no circulation (5Y)	30005000033855
The Magic of Spices	no circulation	30005000034150
The Potters	no circulation	30005000033996
The Tanners	no circulation	30005000034127
The Clock Museum	no circulation	30005000034192
Clocks and How They Go	no circulation	30005000033905
A History of Knives	no circulation	30005000033962
The Cabinetmakers	no circulation	30005000034028
The Shoemakers	no circulation	30005000034085
Stilts	no circulation	30005000034143
The Hatters	no circulation	30005000034218
Hopscotch Around the World	no circulation (5Y)	45173
The Easy Ice Skating Book	no circulation (4Y)	30005000024508
Basketball for Young Champions	minimal circ.	30005000035868
Soccer	minimal circ.	30005000035876
The Young Rider's Companion	minimal circ.	30005000036114
The Complete Beginner's Guide to Making and Flying Kites	no circulation	30005000035975
Soccer: World's Most Popular Sport	no circulation	30005000035934
Baseball Lingo	no circulation	30005000035702
The Easy Baseball Book	no circulation	30005000035884
A Great Bicycle book	no circulation	30005000036262
Horsemen of the World	no circulation	30005000036288
Let's Go to a Horse Show	no circulation	30005000036056
The Adventures of Blue Avenger	Upper Grade content	30005004000082
The Music of Dolphins	multi. Copies/low circ	30005000063183
Book of the American Colonies	liquid damage	20780
The Christmas Magic-Wagon	minimal circ.	30005000031610
The Halloween Witch	no circulation (3Y)	30005000031669
The April Foolers	no circulation (3Y)	30005000031602
Feast of Thanksgiving	no circulation	30005000031388
Feast of Thanksgiving	no circulation	30005000031446
A New Flag for a New Country	no circulation	30005000031438
Martin Luther King Jr. The Story of a Dream	no circulation	30005000031552
A Birthday for General Washington	no circulation	30005000031495
A Mother for Mother's Day	no circulation	30005000031370
Sweet Whispers, Brother Rush	no circulation	30005004007392
While the Clock Ticked	minimal circ.	30005000016108
Paddington Takes the Air	minimal circ.	30005000116825
Paddington on Top	minimal circ.	30005000116882
Paddington goes to Town	minimal circ.	30005000116940
Pinatas	minimal circ.	30005000034671
Christmas Decorations for you to make	minimal circ.	30005000034895
Any Small Goodness	minimal circ.	30005000093503
Slump	no circulation	30005000119027
Activities & Projects: Mexico in Color	no circulation	30005000034721
Make things Sailors made	no circulation	30005000034788

Tops Building and Experimenting with Spinning Toys	no circulation	30005000067614
A Carrot for a Nose	no circulation	30005000034705
Let's Be Early Settlers with Daniel Boone	no circulation	30005000034770
Let's Be Early Settlers with Daniel Boone	no circulation	30005000034713
What's inside? Toys	no circulation	30005000059413
What's inside? Toys	no circulation	30005000059470
Be Seated A book about Chairs	no circulation	30005000203904
The Quilt-Block History of Pioneer Days	no circulation	30005000025190
Make a Witch, Make a Goblin	no circulation (2Y)	30005000034689
Colonial Crafts for you to make	no circulation (2Y)	30005000034812
Drawing Pets	no circulation (2Y)	30005000034580
How to Draw Flowers, Fruit and Vegetables	no circulation (2Y)	30005000034564
Making Dolls	no circulation (2Y)	30005000034929
Chinese and Japanese Crafts	no circulation (3Y)	30005000034887
Making Chinese Papercuts	no circulation (3Y)	30005000035058
Making Robots	no circulation (3Y)	30005000034937
Simply Fun	no circulation (4Y)	30005000034606
How to have fun making cards	no circulation (5Y)	30005000034994
Making Space Puppets	no circulation (5Y)	30005000034747
Islands	no circulation	30005000068323
Canyons	minimal circ.	30005000068091
The Life Cycle of the Salmon	minimal circ.	30005000038391
Secrets of a Wildlife Watcher	minimal circ.	30005000023500
If You Were Born a Kitten	minimal circ.	30005000093396
Chickens aren't the only ones	no circulation (2Y)	20093
Marsh Magic	minimal circ.	30005000086333
Mystery of the Lost Pearl	no circulation (4Y)	30005000005853
The Rats Who Lived in the Delicatessen	no circulation (4Y)	30005000012099
Emily	no circulation (4Y)	30005000002546
The Amazing the Incredible Super Dog	no circulation (3Y)	30005000020068
Amigo	no circulation (3Y)	30005000096027
buzz buzz buzz	no circulation (5Y)	30005000020613
Mystery of the Lost Letter	no circulation (2Y)	30005000005911
Goose	no circulation (2Y)	30005000202872
Ten, Nine, Eight	no circulation (2Y)	30005000009582
Gregory Cool	no circulation (2Y)	30005000200256
The Grape Jelly Mystery	no circulation	30005000011976
The First Rains	no circulation	30005000002843
Grandpa	no circulation	30005000003379
Gulliver's Adventures in Lilliput	no circulation	30005000201973
Peppe the Lamplighter	no circulation	30006006000286
The High Hills	no circulation	30005000012008
Benjamin's Dreadful Dream	no circulation	30005000012370
Horses of Long Ago	minimal circ.	30005000033400
You and Your Pet: Cats	tattered	30005000033798
Through the Locks	no circulation	30005000037518
Cartons, Cans, and Orange Peels	no circulation	30005000067895
On the Go	no circulation	30005000023591
On the Moon	no circulation	30005000007198
John Glenn's Return to Space	no circulation	30005000086192
The Life of an Astronaut	no circulation	16137
Eat the Fruit, Plant the Seed	no circulation	30005000051881
Let's Learn about Sugar	no circulation	30005000037955
Maple Harvest	no circulation	30005000038078
About Grasses	no circulation	30005000038003

The Story of Grains	no circulation	30005000038060
Compost	no circulation	30005000078900
World Agriculture	no circulation	30005000078561
Pioneer Farm	no circulation	48222
Caring for your Fish	no circulation	30005000033640
Rodents and Rabbits	tattered	30005000033624
Train Whistles	minimal circ.	30005000009301
Yesterday's Fire engines	minimal circ.	30005000037468
Wings, Wheels & Sails	minimal circ.	23086
Wheels and Wings	minimal circ.	30005000201169
Dinosaur Cars	minimal circ.	30005000037492
Giants in the Land	minimal circ.	30005000202641
You and Your Pet: Terrarium Pets	minimal circ.	30005000033822
Sheep	minimal circ.	30005000200544
Choosing Your Pet	minimal circ.	30005000033335
Submarines	no circulation (2Y)	30005000037310
Snoopy's Fcts & Fun about Boats	no circulation (2Y)	30005000037377
Pioneer Farm	no circulation (2Y)	30005000078579
All Pigs are Beautiful	no circulation (2Y)	47270
You and Your Pet: Dogs	no circulation (2Y)	30005000033491
Hoe, Hoe, Hoe	no circulation (3Y)	30005000115017
A First Look at Horses	no circulation (3Y)	30005000033178
Dolly the Donkey	no circulation (3Y)	30005000033236
Knotcraft	no circulation (4Y)	30005000037435
Cotton	no circulation (4Y)	30005000023484
You and Your Pet: Birds	no circulation (4Y)	30005000033244
Rain Drop Splash	no circulation (4Y)	30005000008089
The hating Book	no circulation (4Y)	30005000020738
Squaps the Moonling	no circulation (4Y)	30005000020852
My Uncle Podger	minimal circ.	30005000021462
Sir Toby's Jingles's Beastly Journey	minimal circ.	30005000021405
Becky's Christmas	minimal circ.	30005000014186
Harry by the Sea	minimal circ.	30005000003999
Do Not Open	no circulation	30005000002264
When the Wind Stops	no circulation	30005000010762
The Storm Book	no circulation	30005000008527
Duffy and the Devil	no circulation	30005000002447
Always Room for One More	minimal circ.	30005000023195
Little Koala	minimal circ.	30005000004740
Away in a Manger	no circulation (2Y)	30005000023120
Lake of the Big Snake	no circulation (2Y)	30005004004175
Have You Seen the Trees	no circulation	30005000004278
Grandma and Grandpa	no circulation (3Y)	30005000076466
How to Make Your Own Books	minimal circ.	30005000034911
The Little Kid's Americana Craft Book	minimal circ.	30005000034820
The Dark-Thirty	liquid damage	30005000011471
Some of the Kinder Planets	no circulation	30005000202203
Hush	no circulation	30005000103948
All-of-a-Kind Family	no circulation	30005004008762
The Bronze Bow	no circulation	30005004008994
The Booford Summer	no circulation	30005004001155
The Good Master	no circulation	30005004009455
Oscar Lobster's Fair Exchange	no circulation	30005000013972
Backyard Rescue	no circulation	30005004000587
Black Beauty	no circulation	30005004008937

Black Beauty	no circulation	30005000069172
Black Beauty	no circulation	30005000014038
Lord of the Deep	no circulation (3Y)	30005000104136
Roller Skates	no circulation (3Y)	30005004006550
Countdown	minimal circ.	30005000118748
Read in a Different Light	minimal circ.	30005000084775
Black Hands, White Sails	no circulation	30005000097181
Thirty-one Bothers and Sisters	no circulation	30005000065246
Kensuke's Kingdom	no circulation	30005000099757
The Master Puppeteer	no circulation	30005000095540
Snakes! And the Boy Who Was Afraid of Them	no circulation	30005000200175
Ghosts of the Wild West	no circulation	30005000013840
Strudel Stories	no circulation	30005004007319
Gay-Neck The Story of a Pigeon	no circulation (4Y)	30005004009414
The Ghost Belonged to Me	no circulation (3Y)	30005000011265
Where the Red Fern Grows	no circulation (3Y)	30005000013725
Read if You Dare	no circulation (2Y)	30005000079668
It's So Nice to Have a Wolf Around the House	minimal circ.	30005000011539
Mrs. Piggle-Wiggle's Farm	minimal circ./m.c.	30005000013543
Mrs. Piggle-Wiggle	no circulation (2Y)/m.c.	30005000013410
Mrs. Piggle-Wiggle	no circulation/m.c.	30005000013352
Hello Mrs. Piggle-Wiggle	no circulation	30005000013600
Miss Pickerell and the Geiger Counter	no circulation	30005000013659
Miss Pickerell Goes on a Dig	no circulation	30005000013592
Miss Pickerell Goes to Mars	no circulation	30005000065295
Miss Pickerell Goes to the Arctic	no circulation	30005000013360
Miss Pickerell Goes Undersea	no circulation	30005000013642
Miss Pickerell Harvests the Sea	no circulation	30005000013485
Miss Pickerell Harvests the Sea	no circulation	30005000013428
Miss Pickerell on the Moon	no circulation	30005000013535
Anastasia, Ask Your Analyst	no circulation	30005004008788
Pippi Long-Stocking	no circulation	30005000012933
Pippi Long-Stocking	no circulation	30005000012644
The Witch of Fourth Street	no circulation	30005000201195
Strawberry Girl	no circulation	30005000013261
Rabbit Hill	no circulation/m.c.	30005000013071
...and now Miguel	no circulation	30005004008796
Just So Stories	no circulation	30005000206660
Smoky the Cowhorse	no circulation	30005000095326
A Girl Called Boy	no circulation	30005000119829
The Wolf	no circulation	30005000039175
The Eerie Triangle	no circulation	30005000064306
Family Ties Raising Wild Things	no circulation	30005004002393
The Wheel On The School	no circulation	30005000095292
The Wheel On The School	no circulation	30005004008135
The House of Sixty Fathers	no circulation	30005004009620
Curtain Going Up	minimal circ.	30005000084379
Homesick	minimal circ.	30005004003409
The Black Stallion	minimal circ.	30005000012305
Hurry Home, Candy	minimal circ.	30005004009646
King of the Wind	multi. Copies/low circ	30005000095656
Jim Ugly	multi. Copies/low circ	30005000056682
Jim Ugly	multi. Copies/low circ	30005000056740
Winter Camp	no circulation (5Y)	30005000060866
Graven Images	no circulation (5Y)	30005000043185

Misty of Chincoteague	no circulation (4Y)	30005004005099
One-Eyed Cat	no circulation (4Y)	30005004005818
My Side of the Mountain	no circulation (3Y)	30005000160041
Julie of the Wolves	multi. Copies/low circ	30005000160038
Julie of the Wolves	multi. Copies/low circ	30005000044498
Ghost Canoe	no circulation (2Y)	30005000067184
Witch Tales	no circulation (2Y)	30005000012586
Zeely	no circulation	30005004008473
Justin Morgan Had a Horse	minimal circ.	30005004004035
The Incredible Journey	multi. Copies/low circ	30005004003763
Sheepdog in the Snow	tattered	30005000095078
Secret of the Andes	no circulation	30005004006790
The Wolves of Willoughby	no circulation	30005000095300
Tabby in the Tub	minimal circ.	30005000184252
Raccoons on the Roof	minimal circ.	30005000184187
Pup at the Palace	minimal circ.	30005000205205
Pony on the Porch	minimal circ.	30005000184054
Ponies at the Point	minimal circ.	30005000184096
Cats at the Campground	minimal circ.	30005000205740
Dog at the Door	minimal circ.	30005000207082
Dolphoin in the Deep	minimal circ.	30005000205276
Horse in the House	minimal circ.	30005000184229
Lamb in the Laundry	minimal circ.	30005000184112
The Adventures of Huckleberry Finn	no circulation (5Y)	30005000016413
The Island of Dragons	no circulation (5Y)	30005000014582
Bunnies in the Bathroom	no circulation (4Y)	30005000205658
That's Ghosts for You	no circulation (3Y)	30005000200117
Kittens in the Kitchen	no circulation (3Y)	30005000184047
Mr. Popper's Penguins	no circulation (3Y)	30005000011711
Shetland in the Shed	no circulation (2Y)	30005000184179
Guinea Pig in the Garage	no circulation (2Y)	30005000206585
Hamster in a Handbasket	no circulation (2Y)	30005000184146
Hamster in the Holly	no circulation (2Y)	30005000184310
Owl in the Office	no circulation (2Y)	30005000184104
Elmer Blunt's House	no circulation (3Y)	30005004002310
Sam, Bangs & Moonshine	no circulation (2Y)	30005000106560
Sitti's Secret	no circulation (2Y)	30005000201403
Dizzy	no circulation (2Y)	30005000023062
The Moonlit Journey	no circulation (2Y)	30005000022718
Ducks Disappearing	minimal circ.	30005004002211
Hamster in a Handbasket	multi. Copies/low circ	30005000098965
Woodsie	no circulation	30005000063241
A Different Beat		30005000043029
Chevrolet Saturdays		30005000060841
The Berenstain Scouts...Humongous Pumpkin		30005000043730
The Berenstain Bear Scouts ...Coughing Catfish		30005000043912
Fight for Honor		30005000043706
Bunnies in the Bathroom		30005000085749
The Wizard of Oz		30005000085764
Sourland		30005000043383
Cam Jansen and the Mystery of the U.F.O		30005000043284
Ramona's World	multi. Copies/low circ	30005000085707
Soccer Halfback	multi. Copies/low circ	30005000043003
Ramona Quimby, Age 8	no circulation	30005000042609
Ramona and her Father	no circulation	30005000042724

Ramona and her Father	no circulation	30005000042781
The Mouse and the Motorcycle	no circulation	30005000063712
Henry Huggins	no circulation	30005000057193
A Very Special Kwanzaa	no circulation	30005000059181
Aventuras de dos amigos en las filipinas	no circulation	30005000062607
The Secret Garden	no circulation	30005000052095
Fudge-a-mania	no circulation	30005000058159
Tarantula Shoes	no circulation	30005000056864
Tarantula Shoes	no circulation	30005000056807
The Return of the Indian	no circulation	30005000043599
Caddie Woodlawn	no circulation	30005000070543
Nelson Mandela	no circulation	30005000092612
Amber Brown Goes Fourth	no circulation	30005000093610
Amber Brown is not a Crayon	no circulation	30005000093024
Patch the Perfect Kitten	no circulation	30005000087075
Martians don't take temperatures	no circulation	30005000061096
Dragons don't Cook Pizza	no circulation	30005000060387
The Midwife's Apprentice	no circulation	30005000056559
The Forgotten Heroes	no circulation	30005000093057
El diario de Pedro	no circulation	30005000042856
Protecting Marie	multi. Copies/low circ	30005000059017
Danger at the Fair	no circulation	30005000064363
The Nancy Drew Notebooks	no circulation	30005000051576
Howliday Inn	no circulation	30005000045263
Letters from Rifka	no circulation	30005000051295
Dominique Moceanu	no circulation	30005000063373
Because of Winn Dixie	no circulation	30005000085525
The Gadget War	no circulation	30005000056658
From Anna	no circulation	30005000066467
A Message from the Match Girl	no circulation	30005000064124
Secret Missions	no circulation	30005000044381
Freedoms Children	no circulation	30005000044449
el truco mas dificil	no circulation	30005000062375
If I had One Wish	no circulation	30005000070378
The Jungle Book	no circulation	30005000062805
Benjamin Franklin	no circulation	30005000051691
The story of My Life	no circulation	30005000062920
The Call of the Wild	multi. Copies/low circ	30005000085582
Karen's Newspaper	no circulation	30005000046519
Karen's New Puppy	no circulation	30005000046451
Karen's Leprechaun	no circulation	30005000046386
Karen's Kittycat Club	no circulation	30005000046428
Karen's Doll Hospital	no circulation	30005000068612
Karen's Bunny	no circulation	30005000063613
Jessi's Secret Language	no circulation	30005000046766
Dawn and the Halloween Mystery	no circulation	30005000046436
Claudia and the Mystery at the Museum	no circulation	30005000046253
Boy-Crazy Stacey	no circulation	30005000070766
Little Farm in the Ozarks	no circulation	30005000051675
Logan likes Mary Anne	no circulation (4Y)	30005000046360
Mallory and the Trouble with Twins	no circulation	30005000046188
Kristy's Mystery Admirer	no circulation	30005000046477
Kristy and the Walking Disaster	no circulation	30005000046691
Karen's Secret	no circulation	30005000068554
Karen's School Surprise	no circulation	30005000063555

The Truth aobut Stacey	no circulation	30005000046303
Stacey's Mistake	no circulation	30005000068448
Stacey's Mistake	no circulation	30005000046709
Second Grade Baby	no circulation	30005000098544
Mary Anne and the Search for Tigger	no circulation	30005000046246
Mallory and the Mystery Diary	no circulation	30005000046642
Mallory on Strike	no circulation	30005000046469
Black Beauty	no circulation (5Y)	30005000085640
Internet Spy	no circulation (3Y)	30005000051022
The Backward Bird Dog	no circulation (4Y)	30005000063365
The Adventures of Tom Sawyer	no circulation (4Y)	30005000058860
The Best School Year Ever	no circulation (4Y)	30005000056799
On the Banks of Plum Creek	no circulation	30005000065949
The Secret World of Alex Mack		30005000064132
The Mystery in the Snow		30005000057771
Caboose Mystery		30005000045735
Upchuck and the Rotten Willy		30005000087539
Maria A Christmas Story		30005000050396
The Adventures of Huckleberry Finn		30005000045651
Free Willy 2		30005000060809
Wringer		30005000085681
Call it Courage		30005000051139
The Egypt Game		30005000056724
Gentle Annie		30005000050842
The Year of the Panda		30005000050834
Uptown Poodle, Downtown Pups		30005000087133
Rootabag Stories Part Two		30005000045289
Rootabaga Stories Part One		30005000045347
Abe Lincoln Growsd Up		30005000045222
Avalanche		30005000050586
Basher Five-Two		30005000087547
The Raven and Other Poems		30005000051105
Diadem		30005000064421
The Great Gilly Hopkins		30005000066574
Little House in the Big Woods		30005000045404
The Mystery of the Missing Cat		30005000064207
The Deserted Library Mystery		30005000057672
The Boxcar Children		30005000066061
The Brocaded Slipper		30005000050537
Treasure Island		30005000056542
Treasure Island		30005000056609
Dear Dr. Bell...Your friend, Helen Keller		30005000064009
Maniac Magee		30005000061039
The Trespassers		30005000055429
Mick Harte was Here		30005000063753
Cowpokes and Desperadoes		30005000063985
McCracken's Class: Sharon Plays it Cool		30005000063068
The Borrowers Afloat		30005000051006
To Walk the Sky Path		30005000045248
The Fear Place		30005000045305
The Story of George Washington Carver		30005000050677
Duke Ellington King of Jazz		30005000050552
The Story of Paul Revere		30005000044852
The House at Pooh Corner		30005000050727
Snap Backs		30005000063993

The Spray Paint Mystery		30005000099013
The Hundred Penny Box		30005000050503
la vida secreta de hubie hartzel		30005000055684
Welcome to the BSC, Abby		30005000068737
Come a Tide	minimal circ.	30005004001742
George and Martha	multi. Copies/low circ	30005000003163
There Was a Wise Crow	no circulation	30005000019425
Paul Revere's Ride	no circulation	30005000007701
How Scary	no circulation	30005000206481
Once a Lullaby	no circulation	30005000111651
On Market Street	no circulation	30005000007180
The Comic Adventures of Old Mother Hubbard	no circulation	30005000046626
Gregory Griggs.. Nursery Rhyme People	no circulation	30005000023633
The Great Blueness	no circulation	30005000003007
17 Kings and 42 Elephants	no circulation	30005000106636
Three Brave Women	no circulation	30005004007558
The Circus in the Mist	no circulation	30005000002116
The Dinosaur Eggs	no circulation	30005000206680
Squeeze a Sneeze	no circulation	30005000008782
Harlem	no circulation	30005000088271
Time of Wonder	no circulation	30005000019086
Roxaboxen	no circulation	30005004006618
10 Bears in my Bed	minimal circ.	30005000106610
Little Raccoon and the thing in the Pool	minimal circ.	30005000005036
The Golden Serpent	minimal circ.	30005000012719
My Mother sends her Wisdom	minimal circ.	30005000006299
Mouse Views	minimal circ.	30005000106461
Drawing Lessons	minimal circ.	30005000087976
Alligators are Awful	minimal circ.	30005000000458
Mouse and Tim	minimal circ.	30005000006786
Moses Goes To A Concert	minimal circ.	30005004005164
Mousekin's Christmas Eve	minimal circ.	30005000006588
The Wise Woman and her Secret	minimal circ.	30005000201346
Somewhere in Africa	minimal circ.	44122
You Ought To See Herbedrt's House	no circulation (2Y)	30005000011000
Cloud Dance	no circulation (2Y)	30005000206457
Prince Bertram	no circulation (2Y)	30005000059504
Harriet Goes to the Circus	no circulation (2Y)	30005000004047
The Rattlebang Picnic	no circulation (2Y)	30005000201155
Listen to the Wind	no circulation (2Y)	30005000203054
The Apple War	no circulation (2Y)	30005000023310
One Morning in Maine	no circulation (2Y)	30005000007016
One Snail and Me	no circulation (2Y)	30005000018849
My Real Family	no circulation (2Y)	30005000201262
Somebody's Dog	no circulation (2Y)	30005000023476
Twist with a Burger, Jitter with a Bug	no circulation (3Y)	30005000113152
Ali Child of the Desert	no circulation (3Y)	30005000106487
Miss harriet Hippopotamus	no circulation (3Y)	30005000059629
One Snail and Me	no circulation (3Y)	30005000018906
Sisters	no circulation (3Y)	30005000058555
Backstage	no circulation (4Y)	30005000106511
Wings A Tale of Two Chickens	no circulation (4Y)	30005000010317
Knots on a Counting Rope	no circulation (4Y)	30005000004724
Little Princess Goodnight	no circulation (4Y)	30005000069578
A Pair of Red Clogs	no circulation (4Y)	30005000007586

Listen to the Wind	no circulation (4Y)	30005000201299
Listen to the Wind	no circulation (4Y)	30005000201297
Those Terrible Toy-Breakers	no circulation (4Y)	30005000061278
Nini at Carnival	no circulation (5Y)	30005000006919
Burt Dow Deep-Water Man	no circulation (5Y)	30005000000953
The Little Train	minimal circ.	30005000037443
The Little Fire Engine	minimal circ.	30005000004906
My Little Island	minimal circ.	30005004005347
Sam and the Tigers	minimal circ.	30005000204365
The Little Auto	minimal circ.	30005000004732
Cowboy Small	minimal circ.	30005000001779
Hooper Humperdink...? Not him	minimal circ.	30005000007164
Binky Brothers, Detectives	minimal circ.	30005000061336
Little Bear Won't Go To Bed	minimal circ.	30005000086382
The Red Balloon	minimal circ.	30005000085426
One, Two, and Three	minimal circ.	30005000080492
Pezzettino	minimal circ.	30005000019326
Little Blue and Little Yellow	minimal circ.	30005000005598
Christmas in the Stable	minimal circ.	30005000001837
On My Beach there are many Pebbles	minimal circ.	30005000007123
Booby Hatch	minimal circ.	30005000204373
The Red Book	no circulation	30005000200050
Noodle	no circulation	30005000019524
The Afternoon Cat	no circulation	30005000019573
Ten Apples Up On Top	no circulation	30005000019631
My Island Grandma	no circulation	30005000006463
Nick Joins In	no circulation	30005000006851
Over in the Meadow	no circulation	30005000006943
Going to Sleep on the Farm	no circulation	30005000200825
The Philharmoni Gets Dressed	minimal circ.	30005000007487
In My Own Backyard	minimal circ.	30005004003722
Mr. Bear and the Robbers	minimal circ.	30005000005937
3x3 Three By Three	minimal circ.	30005000000219
The Hog Call to end All	minimal circ.	30005000098387
Tricks for Treats on Halloween	minimal circ.	30005000009731
Fly, Bessie, Fly	minimal circ.	30005000114523
One of Three	minimal circ.	30005004005859
Ben's Trumpet	minimal circ.	30005000001142
The Wild Whirlwind	minimal circ.	30005000017734
Hard Scrabble Harvest	minimal circ.	30005000004245
The Lion and the Bird's Nest	no circulation	30005000017619
Fergus	no circulation	30005000002975
Ruler of the Courtyard	no circulation	30005000180664
Cowboy Dreams	no circulation	30005000200975
Jim Jimmy James	no circulation	30005000200030
The Mysterious Tadpole	no circulation	30005000006042
Pet Show	no circulation	30005000058308
Over in the Meadow	no circulation	30005000046931
Dreams	no circulation	30005000002454
Apt. 3	no circulation	30005000000516
A You're Adorable	no circulation	30005000017585
Tattered Sails	no circulation	30005000094196
Rain	no circulation	30005000203189
What Do You Do, Dear?	no circulation	30005000017718
Try and Catch Me	no circulation	30005000009723

Perfect the Pig	no circulation	30005000007537
Mr. and Mrs. Button's Wonderful Watchdogs	no circulation	30005000006034
Amazing Grace	multi. Copies/low circ	30005000095573
The Remarkable Egg	minimal circ.	30005000008170
Chita's Christmas Tree	multi. Copies/low circ	30005000095490
Good-Night, Owl	minimal circ.	30005000017858
Clocks and More Clocks	minimal circ.	30005000102890
The Story of a Brave St. Bernard	minimal circ.	30005000000714
Wilson's World	minimal circ.	30005000017924
Joshua's Masai Mask	minimal circ.	30005000094923
I Wish I Were a Butterfly	minimal circ.	30005000004369
William's House	minimal circ.	30005000309289
Moving Molly	minimal circ.	30005000005861
David and Dog	minimal circ.	30005000002090
Alfie Gives a Hand	minimal circ.	30005000000672
A Handful of Seeds	minimal circ.	30005004003094
What's in Aunt Mary's Room	minimal circ.	30005004008127
Littlejim's Gift	minimal circ.	30005004004571
Where is it?	minimal circ.	30005000018211
Is it Red? Is it Yellow? Is it Blue	minimal circ.	30005000005630
Holly Hobbie's Time book	minimal circ.	30005000070105
When Noodlehead went to the Fair	minimal circ.	30005000010200
The Giant Alexander	minimal circ.	30005000018229
Gather Up, Gather In	minimal circ.	30005000204076
Friends	minimal circ.	30005000018286
That's What Friends Are For	minimal circ.	30005000009814
The Day of Ahmed's Secret	minimal circ.	30005000102940
Tight times	minimal circ.	30005004007657
The Knight Who Was Afraid of the Dark	minimal circ.	30005004004159
A Christmas Fantasy	minimal circ.	30005000018237
Birds in the Sky	minimal circ.	30005000018351
The Story of Life on Earth	minimal circ.	30005000079551
Jaguarandi	minimal circ.	30005000018245
The Tears of the Dragon	minimal circ.	30005000009608
Headlines	minimal circ.	30005000018369
One Two Buckle My Shoe	minimal circ.	30005000078017
A Merry Mouse of Months	tattered	30005000006349
Ox-Cart Man	multi. Copies/low circ	30005000006885
Who's in the Hall	no circulation	30005000205907
The Tram to Bondi Beach	no circulation	30005000018062
ABC Book	minimal circ.	30005000018948
Tommy at the Grocery Store	no circulation	30005000010093
Edgar the Lion who would be King	no circulation	30005000064967
Grandaddy and Janetta	no circulation	30005000200710
The Village of Round and Square Houses	no circulation	30005000010127
Osa's Pride	no circulation	30005000018674
Teddy Bears Cure a Cold	no circulation	30005000010333
Ice Cream Cones For Sale	no circulation	30005000160016
Omar the Undercover Cat	no circulation	30005000025497
The Gift of the Sacred Dog	no circulation	30005004002849
The Girl of who loved Wild Horses	no circulation	30005000080641
Beyond the Ridge	no circulation	30005004000934
Keepong up with Roo	no circulation	30005000180714
The Almost Awful Play	no circulation	30005000025307
A Three Hat Day	no circulation	30005004007590

The Lotus Seed	no circulation	30005000005416
Pedrito's Day	no circulation	30005004006063
Rotten Ralph	no circulation	30005000007867
The Perfect Pal	no circulation	30005000007818
Greedy Greeny	no circulation	30005000113202
Millions of Cats	no circulation	30005004005024
The Old Bullfrog	no circulation	30005000112360
Bearymore	no circulation	30005000001126
Noel for Jeanne-Marie	no circulation	30005000018666
Jeanne-Marie Counts her Sheep	no circulation	30005000018732
Follow Me, the Leader	no circulation	30005000002579
Howie Helps Himself	no circulation	30005000018823
The Hole in the Dike	no circulation	30005000003676
My Mama had a Dancing Heart	no circulation	30005000200702
The Get Well Soon Book	no circulation	30005000086432
Coco Can't Wait	no circulation	30005000106602
Billy's Bucket	minimal circ.	30005000205337
Little Toot on Thames	minimal circ.	30005000018443
Liitle Toot	minimal circ.	30005004004563
Hercules	minimal circ.	30005000003619
Benjy's Dog House	minimal circ.	30005000018567
Naughty Parents	minimal circ.	30005000084817
The Seal Mother	minimal circ.	30005000009053
Rosie and the Rustlers	minimal circ.	30005004006592
Mystery	minimal circ.	30005000200048
Wake Up Bear...It's Christmas	minimal circ.	30005000011018
Harry and the Terrible Whatzit	minimal circ.	30005000003684
Harvey, the Foolish Pig	minimal circ.	30005000004021
Mystery of the Midnight Visitors	minimal circ.	30005000113145
Harold and the Dinosaur Mystery	minimal circ.	30005000003742
The Castles of the Two Brothers	minimal circ.	30005000018591
Space Witch	minimal circ.	30005000008600
A Rainbow of My Own	minimal circ.	30005000018427
Mop Top	minimal circ.	30005000006091
Beady Bear	minimal circ.	30005000001357
Tag-Along	minimal circ.	30005000018542
Minou	minimal circ.	30005000018856
The Big Rain	minimal circ.	30005000018971
Good Ethan	minimal circ.	30005000018740
The Perfect Present	minimal circ.	30005000018807
Easy as Pie	minimal circ.	30005000018864
The Great Green Turkey Creek Monster	minimal circ.	30005000003312
Wag-Tail-Bess	minimal circ.	30005000018757
Caught in the Rain	minimal circ.	30005000001969
Birthday Presents	minimal circ.	30005000000482
The Moon Clock	minimal circ.	30005000019052
Hector and Christina	minimal circ.	30005000018765
The Happy Lion	minimal circ.	30005000004310
The Dumb Bunnies	tattered	30005000016371
Red Leaf, Yellow Leaf	tattered	30005000070030
Nine Days to Christmas	no circulation	30005000077167
Hot Day on Abbott Avenue	no circulation	30005000180706
The Wing on a Flea	no circulation	30005000010689
Dragon Tangle	no circulation	30005000069560
The Worrywarts	no circulation	30005000205892

Dabble Duck	no circulation	30005000002348
Loop the Loop	no circulation	30005000200561
Home Place	no circulation	30005004003383
Dinosaur Beach	no circulation	30005000115413
What do You See	no circulation	30005000016538
Rabbit Finds a Way	no circulation	30005000008014
My Mother Lost her job Today	no circulation	30005000016439
Lee Henry's Best Friend	no circulation	30005000005218
Bert and Barney	no circulation	30005000016553
Nathan's Fishing Trip	no circulation	30005000006984
Nathan's Balloon Adventure	no circulation	30005000111891
The Wind and the Sun	no circulation	30005000069867
Watch Out for the Chicken Feet in your Soup	no circulation	30005000010325
Pancakes for Breakfast	no circulation	30005000061427
Joe and the Snow	no circulation	30005000016322
The Cat on the Dovrefell	no circulation	30005000016389
Frank and Ernest Play Ball	no circulation	30005000002900
The Magic Paintbrush	no circulation	30005000006497
Sometimes Things Change	minimal circ.	30005000116858
Petunia Beware	minimal circ.	30005000070097
Petunia	minimal circ.	30005000007750
Always and Forever	minimal circ.	30005000114432
The Peregrine's Journey	minimal circ.	30005000086457
Tod and Vixey	minimal circ.	30005000005499
Tod and Copper	minimal circ.	30005000005556
Frank and Ernest on the Road	minimal circ.	30005000016637
December's Travels	minimal circ.	30005000001985
My Friend the Moon	minimal circ.	30005000092158
The Cat and the Dog	minimal circ.	30005000092216
Children of the Northlights	minimal circ.	30005000015431
The Enormous Crocodile	multi. Copies/low circ	30005000002520
Little Christmas Elf	tattered	30005000112477
Mrs. Fox's Wedding	minimal circ.	30005000006083
Creole	minimal circ.	30005000016884
Leo the Lop	minimal circ.	30005000005184
Little Mouse on the Prairie	minimal circ.	30005000016595
Best Friends	minimal circ.	30005000000664
It's George	minimal circ.	30005000004518
Wednesday is Spaghetti Day	minimal circ.	30005000112337
Wheedle on the Needle	no circulation	30005000016710
No Good in Art	no circulation	30005000016603
The New Teacher	no circulation	30005000006992
Cross-Country Cat	no circulation	30005000002082
Brush	no circulation	30005004001270
The Cable Car and the Dragon	no circulation	30005000112014
What happened to Patrick's Dinosaur	no circulation	30005000111701
The Very Quiet Cricket	multi. Copies/low circ	30005000200413
Insided a Zoo in the City	minimal circ.	30005000094063
High-Wire Henry	minimal circ.	30005000004195
High-Wire Henry	minimal circ.	30005000004138

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Consent Agenda
Agenda Item Title:	Board Policy and Administrative Regulation No. 5141.52, Suicide Prevention and Mental Health Promotion
Estimated Time:	--
Person Responsible:	Dr. Kevin Skelly, Interim Superintendent

Background:

The District is in the process of updating Board Policies, Administrative Regulations and Board Bylaws at the recommendation of the California School Boards Association.

Board Policy and Administrative Regulation No. 5141.52, Suicide Prevention and Mental Health Promotion is new to the district and were approved at first reading on May 21, 2015.

Fiscal Implication:

None.

Recommended Action:

That the Board approve Board Policy No. No. 5141.52, Suicide Prevention and Mental Health Promotion and review Administrative Regulation No. 5141.52, Suicide Prevention and Mental Health Promotion at second reading, as presented.

SUICIDE PREVENTION AND MENTAL HEALTH PROMOTION

The Board of Education recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures.

The Superintendent or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The district's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Superintendent or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and find help for students at risk of suicide. The training shall be offered under the direction of district staff and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent sever stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. School and community resources and services for students and families in crisis and ways to access them.
5. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

SUICIDE PREVENTION AND MENTAL HEALTH PROMOTION

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal, another school administrator, psychologist, or school counselor. The principal, another school administrator, psychologist, or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged through the education program and in school activities to notify a teacher, principal, another school administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

The Superintendent or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made by a member of the student body or staff on campus or at a school-sponsored activity.

SUICIDE PREVENTION AND MENTAL HEALTH PROMOTION

Prevention and Instruction

At appropriate grades, the District's suicide prevention curriculum shall be designed to help students to:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.

2. Identify alternatives to suicide and develop coping and resiliency skills.

3. Learn to share feelings and get help when friends are showing signs of suicidal intent.

4. Identify community crisis intervention resources where help is available and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Intervention

Immediate Intervention for a Suicide Threat or Attempt

When a suicide attempt or threat is reported, the principal or designee shall:

1. Ensure the student's physical safety by one of the following, as appropriate:
   a. Securing immediate medical treatment if a suicide attempt has occurred.
   b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
   c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene. THE STUDENT MUST NOT BE LEFT ALONE.
2. Designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent/guardian, and as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.
7. Document the steps taken in the student's record.
8. Develop an effective plan for reintegration of the student into school following the crisis.

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category: Consent

Agenda Item Title: Approval of Title III Budget Overview Annual Update

Estimated Time:

Person Responsible: Phyllis Rodgers, Director of English Language Learner Programs

Background:

Title III

Part A of Title III is officially known as the *English Language Acquisition, Language Enhancement, and Academic Achievement Act*. The overarching purpose is to ensure that limited-English-proficient (LEP) students (called English learners under California laws), including immigrant children and youths, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

Title III Accountability

Title III under the federal Elementary and Secondary Education Act (ESEA) provides supplemental funding to LEAs and consortia to implement programs designed to help EL students attain English proficiency and meet the state's academic and content standards. Title III accountability is a series of annual academic performance goals established for each LEA or consortium of LEAs to hold them accountable for the progress and performance of ELs.

Every year school districts that are in Program Improvement must submit a plan with actions and a budget to explain how Title III funds will be implemented to improve EL language development and academic success in order to meet Title III Annual Measurable Achievement Objectives (AMAOs).

The Title III Plan must address the following goals:

- Goal 2A (AMAO 1): Improve annual progress in English language development
- Goal 2B (AMAO 2): Describe research-based strategies, with action steps and tasks, to improve the attainment of English language proficiency
- Goal 2C (AMAO 3–ELA): Describe research-based strategies, with action steps and tasks, to improve academic achievement in reading/language arts
- Goal 2C (AMAO 3-Math): Describe specific research-based strategies, with action steps and tasks, to improve academic achievement in mathematics
- Goal 2D (High Quality Professional Development): Describe research-based professional development strategies, with action steps and tasks, to strengthen professional development, including coordination efforts with other Elementary and Secondary Education Act programs
- Goal 2E (Parent and Community Participation): Describe parental participation and outreach strategies, with action steps and tasks, to help families become active participants in the education of their children, including coordination efforts with other Elementary and Secondary Education

Act programs

- Goal 2F (Parental Notification): Describe how the LEA will provide timely and understandable information to the parents of ELs
- Goal 2G (Services for Immigrant Students): If applicable, identify strategies, with action steps and tasks, to strengthen the Local Educational Agency Title III Immigrant Education Program

The final Title III Budget Overview Annual Update with actions and estimated budgeted amounts for each action is submitted for the Board of Trustees approval.

Fiscal Implication:
Title III Immigration Funds: $29,851
Title III Limited English Proficient Funds: $265,007

Recommended Action:
That the Board approves the Title III Budget Overview Annual Update as submitted.

Elementary and Secondary Education Act

Title III Plan Overview and Annual Budget Updates

Name of LEA: Mountain View Whisman School District

Fiscal Year: 2015-2016

Total Title III Allocation: LEP $ 265,007

Immigrant: $29,851

Administrative & Indirect Costs (2%): LEP $ 5,300.14

Immigrant Administrative & Indirect Costs: $597

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1-Annual Progress Learning English	MVWSD has met AMAO 1 for the last three years. Continue to provide quality designated ELD instruction for all EL students on a daily basis until they have been reclassified.		General Education Funding
Goal 2B: AMAO 2- English Proficiency	MVWSD has met AMAO 2 for the last three years. Provide CCSS – ELD Standards Training to all K-8 Teachers with a focus on Part II for designated ELD instruction. In support of the CCSS-ELD Standards – Part II, continue training and follow up sessions of Systematic ELD (SysELD). Purchase district-wide license for Grammar Gallery. Provide Grammar Gallery training and support using SysELD lesson design and delivery.	Grammar Gallery district license Training Coaching Support Teacher Release Days Materials ELD/ELA TOSA salary/benefits	Title III LEP $5,000 Title III LEP $70,000 Title III LEP $10,000 Title III LEP $77,000

Goal 2C: AMAO 3- Adequate Yearly Progress (AYP) in English/Language Arts	With a focus on Part I and Part III of the ELD Standards, support the implementation of integrated ELD in ELA. Train administrators and instructional coaches on CCSS - ELA and CCSS - ELD Standards to support teachers as we begin to implement the ELA/ELD framework. District ELD/ELA TOSA, instructional coaches, and outside contractor(s) will provide coaching support to assist teachers with the implementation of CCSS in ELD/ELA. Continue Lexia for Long Term ELs to support Part III of the ELD standards.	Training Coaching Support Teacher Release Days Contractor Services Materials ELA/ELD TOSA salary/benefits Lexia Licenses	 Title III LEP $10,000 Title III LEP $30,000 Title III LEP $3,007 See Goal 2B above Title III LEP $10,000
Goal 2C: AMAO 3- Adequate Yearly Progress in Mathematics	With a focus on Part I and Part III of the ELD Standards, support the implementation of integrated ELD in Math. Train administrators and instructional coaches on CCSS - Math and CCSS - ELD Standards to support teachers as we begin to implement the Math/ELD framework. District ELD/ELA TOSA, District Math TOSA, instructional coaches, and outside contractor(s) will provide coaching support to assist teachers with the implementation of CCSS in Math/ELD. Provide ELD professional development to Math TOSA in support of Math TOSA's instructional coaching.	Training Coaching Support Teacher Release Days Contractor Services Professional Development for District Math TOSA ELD/ELA TOSA salary/benefits	See Goal 2C above

Elementary and Secondary Education Act

Title III Plan Overview and Annual Budget Updates

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2D: High Quality Professional Development	Continue training and follow up sessions of Constructing Meaning (CM) for 6-8 teachers. Provide CM professional development to 10% of our K-5 teaching staff to support integrated ELD in all content areas. Funding to support PD opportunities throughout the year in relationship to English Language Learners.	Training Contractor Services Materials Professional Development ELD/ELA TOSA salary/benefits	 Title III LEP $3,000 Title III LEP $17,000 See Goal 2B above
Goal 2E: Parent and Community Participation	Continue our joint partnership with the Family Engagement Institute (FEI) to support parent participation, engagement, and leadership opportunities. Meals and childcare are provided for parents who join or participate during evening and weekend meetings, committees, or activities. ELD/ELA TOSA to support parent education.	MOU with Family Engagement Institute at Foothill College Meals Childcare ELD/ELA TOSA salary/benefits	Title III LEP $20,000 See Goal 2B above

Goal 2F: Parental Notification	Continue to explore technology to improve communication efforts and inform parents of school and district activities, announcements, and initiatives.	Technology resources and software	Title III LEP $10,000
Goal 2G: Services for Immigrant Students (for LEAs receiving TIII Immigrant funds)	Support teachers with newcomers through coaching. Provide teachers resources (i.e. instructional software, dictionaries, curriculum). Provide teachers and administrators assistance with development of an individualized action plan.	Imagine Learning Rosetta Stone Oxford Dictionaries Chromebook Apps ELD/ELA TOSA salary/benefits	Title III IMM $12,251 Title III IMM $17,000
Goal 5A: Increase Graduation Rate			
Goal 5A: Increase Graduation Rate			

Total Title III Budget Estimate (Including Administration and Indirect Costs) for LEP and Immigrant Programs			**LEP $ 265,007** **IMM $ 29,251**

Program Notes:

I. Activities must be of supplemental nature. Align activities with associated estimated costs.
II. LEAs must expend Title III funds on activities that are requires, allowable, allocatable, necessary, and reasonable.
III. Title III Funds should supplement the level of Federal, State, and local funds, including LCFF funds.

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category: Consent Agenda

Agenda Item Title: Disposal of Surplus Technology Equipment

Estimated Time: --

Person Responsible: Terese McNamee, Chief Business Officer

Background:

Education Code Sections 60510 and 60530, authorizes the Board of Trustees to sell, auction, donate, or otherwise dispose of District equipment which is unusable, obsolete, or no longer needed for District use.

The attached list of Technology items are no longer usable for current District programs and are in poor condition.

Since this equipment will be recycled, the Board must declare the equipment on the attached list as surplus property and ratify disposition of the items.

Fiscal Implication:

None.

Recommended Action:

That the Board of Trustees declare the listed items as surplus property and ratify disposition of the items.

Asset Tag	Model / Item	Description / SN	Reason
0010082MVSD	PowerMac G5	YM42516SQPM	Obsolete/Broken
0010089MVSD	eMac	G85402RBSCG	Obsolete/Broken
0010090MVSD	eMac	G85403H3SCG	Obsolete/Broken
0010091MVSD	eMac	G85402CWSCG	Obsolete/Broken
0010092MVSD	eMac	G85402Q5SCG	Obsolete/Broken
0010093MVSD	eMac	YM5261FNSCG	Obsolete/Broken
0010094MVSD	eMac	G854028WSCG	Obsolete/Broken
0010095MVSD	eMac	G85402RLSCG	Obsolete/Broken
0010097MVSD	PowerMac G4	XB03439RJ3B	Obsolete/Broken
0010164MVSD	iMac G3	G82141EJMB6	Obsolete/Broken
0010430MVSD	InFocus IN2112	BEGB12800539	Obsolete/Broken
0010441MVSD	INCOFUS IN2112	BEGB12800310	Obsolete/Broken
0010444MVSD	iMac G5	N/A	Obsolete/Broken
0013373MVSD	INCOFUS IN2112	BEGB00400801WE	Obsolete/Broken
0013391MVSD	INCOFUS IN2112	BEGB00100398WE	Obsolete/Broken
001920MVSD	Printer	N/A	Obsolete/Broken
001983MVSD	iMac G3	G83126L5N4F	Obsolete/Broken
002408MVSD	iMac G3	YM1462ZZLFB	Obsolete/Broken
004301MVSD	HP 7100 SFF	MXL43905ZJ	Obsolete/Broken
004433MVSD	iMac	QP6252J2U23	Obsolete/Broken
004435MVSD	iMac	QP6251UPU2R	Obsolete/Broken
004440MVSD	iMac	OP6252AEU2R	Obsolete/Broken
004450MVSD	iMac	QP6252J1U2R	Obsolete/Broken
004456MVSD	iMac	QP6252CHU2R	Obsolete/Broken
004462MVSD	eMac	G83500JPPP0	Obsolete/Broken
004485MVSD	eMac	G85402MZSCG	Obsolete/Broken
004489MVSD	eMac	G85402N8SCG	Obsolete/Broken
004497MVSD	eMac	G85402QUSCG	Obsolete/Broken
004504MVSD	eMac	G85402P0SCG	Obsolete/Broken
004510MVSD	eMac	G85402Q1SCG	Obsolete/Broken
004523MVSD	eMac	G85402RHSCG	Obsolete/Broken
004540MVSD	eMac	G83500FSPP0	Obsolete/Broken
004568MVSD	eMac	YM5311ZXTDP	Obsolete/Broken
004586MVSD	eMac	YM449820QJ8	Obsolete/Broken
004678MVSD	HP DC7100CMT	MXL510062X	Obsolete/Broken
004680MVSD	iMac	W86230QVW9E	Obsolete/Broken
004691MVSD	eMac	YM4132WRQJA	Obsolete/Broken
004693MVSD	eMac	YM41336GQJA	Obsolete/Broken

Asset Tag	Model / Item	Description / SN	Reason
004694MVSD	eMac	YM41307AQJA	Obsolete/Broken
004722MVSD	PowerMac G4	XB031285J3B	Obsolete/Broken
006174MVSD	eMac	G85484CVSCC	Obsolete/Broken
006175MVSD	eMac	G854834DSCC	Obsolete/Broken
006453MVSD	Dell Dimension 4600c	CQ0LB41	Obsolete/Broken
006546MVSD	eMac	G85090K6QJB	Obsolete/Broken
007292MVSD	eMac	G8520ET7SCF	Obsolete/Broken
007439MVSD	iMac	W88142LF289	Obsolete/Broken
007469MVSD	INFOCUS IN2102EP	AZMB83600760	Obsolete/Broken
007533MVSD	AVERVISION CP300	6038608060P	Obsolete/Broken
007539MVSD	INFOCUS IN2102EP	AZMB825A0326	Obsolete/Broken
007622MVSD	eMac	G8518422SCC	Obsolete/Broken
007699MVSD	NEC NP400	9100257FF	Obsolete/Broken
008001MVSD	Brother HL-4070CDW	U61780J8J285389	Obsolete/Broken
008440MVSD	3COM Switch 3300 FX	0200/7B2V1A2B318	Obsolete/Broken
008534MVSD 008601MVSD	PowerMac G4	XB2280LPM1X	Obsolete/Broken
008607MVSD	PowerMac G4	XB21901JM1X	Obsolete/Broken
008666MVSD	iMac G4	QP417066PVW	Obsolete/Broken
N/A	eMac	YM444RGDQJ8	Obsolete/Broken

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Consent Agenda
Agenda Item Title:	Consolidated Application Spring Release
Estimated Time:	--
Person Responsible:	Cathy Baur, Assistant Superintendent of Educational Services Phyllis Rodgers, Assistant Superintendent of English Learner Programs and Family Engagement

Background:

The Consolidated Application Spring release serves as the District's formal request to the California Department of Education for state and federal categorical funding for the 2015-16 school year. Categorical funds are restricted funds and may only be spent on items specified in the categorical regulations.

This year, the District will be requesting Title I funding and will no longer be participating in Economic Impact Aide (EIA). EIA funding was replaced with supplemental funding as part of the Local Control Funding Formula (LCFF) and as of June 30, 2015 the District will have expended all carryover funding from EIA. Because the District will not be participating in EIA, the requirement for certification that the District Advisory Committee to review the Consolidated Application no longer applies. The District will continue to work closely with the District Advisory Committee on issues related to the LCFF, Local Control Accountability Plan, Title 1 funding and requirements, and other District priorities. The District English Learner Advisory Committee reviewed the Consolidated Application on Wednesday, May 20.

Per direction of the California Department of Education, Title I funds will be requested for Castro School because the split into two schools is not official until each school receives its County-District-School (CDS) code. Funding will be allocated only to the Castro traditional program. We will update the Consolidated Application to reflect this change at the winter submission once the schools are assigned separate CDS codes.

Fiscal Implication:

The Consolidated Application includes participation in Title I Part A (Basic Grant), Title II Part A (Teacher Quality), Title III Part A Immigrant, and Title III Part A LEP.

Recommended Action:

That the Board approve the Consolidated Application as presented.

California Department of Education | **Consolidated Application**

Mountain View Whisman (43 69591 0000000)

Status: Draft
Saved by: Cathy Baur
Date: 5/20/2015 4:09 PM

2015-16 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/04/2015

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Melchor Tepepa Melchor Tepepa
DELAC review date	05/20/2015
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	http://www.mvwsd.org/district-info/committees/77-district/708-delac-meetings
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Economic Impact Aid EC 54000 SACS 7090, 7091</br> With continued participation in the Economic Impact Aid program the LEA is agreeing to comply with the assurance posted at http://www.cde.ca.gov/fg/aa/co/ca13asstoc.asp.	No
Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title I Part D (Delinquent) ESEA Sec. 1401 SACS 3025	No
Title II Part A (Teacher Quality)	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2015-16 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 2101 SACS 4035	
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title III Part A LEP ESEA Sec. 3102 SACS 4203	Yes

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California Department of Education
Mountain View Whisman (43 69591 0000000)

Consolidated Application
Status: Certified
Saved by: Cathy Baur
Date: 5/20/2015 3:47 PM

2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904
Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons
a - Meets 35% Low Income Requirement
c - Funded by Other Allowable Sources
d - Desegregation Waiver on File
e - Grandfather Provision
f - Feeder Pattern
g - Local Funded Charter Opted Out
h - Local Funded Charter Opt In

Low income measure	FRPM
Group Schools by Grade Span	No
District-wide Low Income %	39.75%
Grade Span 1 Low Income %	38.27%
Grade Span 2 Low Income %	43.65%
Grade Span 3 Low Income %	0.00%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Theuerkauf Elementary	6049514	1	402	321	79.85	Y	Y	1	Y		
Mariano Castro Elementary	6048003	1	719	443	61.61	Y	N	2	Y		
Crittenden Middle	6049472	2	609	350	57.47	Y	N	3	N		

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education

Mountain View Whisman (43 69591 0000000)

Consolidated Application

Status: Certified
Saved by: Cathy Baur
Date: 5/20/2015 3:47 PM

2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
MVWSD Home & Hospital	0121913	1	2	1	50.00	Y	N	4	N		
Monta Loma Elementary	6049480	1	473	234	49.47	Y	N	5	N		
Edith Landels Elementary	6047963	1	538	179	33.27	N	N	6	N		
Isaac Newton Graham Middle	6047989	2	777	255	32.82	N	N	7	N		
Benjamin Bubb Elementary	6047955	1	558	135	24.19	N	N	8	N		
Frank L. Huff Elementary	6047971	1	572	51	8.92	N	N	9	N		
Stevenson Elementary	6049464	1	365	30	8.22	N	N	10	N		
Independent Study Program	0121830	1	14	0	0.00	N	N	11	N		

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Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Review and Discussion
Agenda Item Title:	Budget Assumptions for the 2015-16 General Fund Budget and Public Hearing Public Hearing on Fund Balances in Excess of Minimum Reserve Levels
Estimated Time:	20 Minutes
Person Responsible:	Terese McNamee, Chief Business Officer

Background:

On May 14, 2015, the Governor released his May Revision Proposal for the 2015-16 State Budget. By June 30, 2015, the Board of Trustees is required to submit a budget for the 2015-16 fiscal year to the Santa Clara County Office of Education (SCCOE), including a multi-year projection for three years. Although the State of California has not passed the Governor's proposals, the District budget is based upon current law, the assumptions set forth in the Financial Projection Dartboard established by School Services of California, and the revenue projections provided by the Santa Clara County Office of Education and the Santa Clara County Assessor's Office. The full budget proposal will be presented to the Board for adoption on June 18, 2015.

In accordance with Senate Bill 858 and Education Code Section 42127, beginning with 2015-16 Adopted Budget, if the District's combined Assigned and Unassigned/Unappropriated Fund Balances in Fund 01, General Fund, and Fund 17, Special Reserve Fund are **in excess of the minimum reserve level**, the District must provide the following information at the public hearing for the budget:

1. The minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget.

2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget.

3. A statement of reasons that substantiates the need for an assigned and unassigned ending fund balance that is in excess of the minimum recommended reserve level for each fiscal year.

If a District has a Board-required minimum level higher than the State minimum, this amount must be explained similar to an Assigned or Unassigned amount. The above requirements do not apply if the amounts are "Committed" for a specific purpose, in which case, a Board Resolution must be obtained.

For MVWSD, assigned reserves are anticipated to be spent during 2016-17 and 2017-18 and, therefore, reflect a declining balance in the multi-year projections.

Fiscal Implication:

Total Projected Revenues for the General Fund for 2015-16 are $56,923,374 including an estimated $2,800,000 from the Parcel Tax. This compares to the 2014-15 budgeted revenues of $49,889,903. (as of 2nd Interim.)

Recommended Action:

That the Board of Trustees approve the fund balances as stated. Staff will provide recommendations at the June 18 Board meeting for the Board to consider committing fund balances for specific purposes.

Mountain View Whisman School District
Adopted Budget
2015-16 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2015-16 Budget
01	General Fund/County School Service Fund (Net of Restricted Funds)	$20,902,902.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	$119,739.00
	Total Assigned and Unassigned Ending Fund Balances	$21,022,641.00
	District Standard Reserve Level	3%
	Less District Minimum Reserve for Economic Uncertainties	$1,687,168.98
	Remaining Balance to Substantiate Need	$19,335,472.02

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

	Remaining Balance Projected at Year End	$19,335,472.02	$17,106,239.06	$9,970,566.95	
Form	**Fund**	**2015-16 Budget**	**2016-17 Budget**	**2017-18 Budget**	**Description of Need**
01	General Fund	$31,856.00	$31,856.00	$31,856.00	Cash, Inventory and Prepaid Expenses
01	General Fund	$652,750.00	$652,750.00	$652,750.00	Site Discretionary Funds
01	General Fund-Assigned Reserves	$1,000,000.00	$500,000.00	$250,000.00	Reserve to implement Turnaround Principles at Castro & Theuerkauf
01	General Fund/Assigned Reserves	$4,920,466.00	$4,920,466.00	$4,920,466.00	Reserve for Facilities projects contingencies
01	General Fund/Assigned Reserves	$5,197,342.00	$2,598,671.00	$0.00	Set aside for Common Core materials, coaches, PD
01	General Fund/Assigned Reserves	$2,800,000.00	$2,800,000.00	$0.00	Reserve for Funding loss for Parcel Tax
01	General Fund/Assigned Reserves	$700,000.00	$500,000.00	$300,000.00	Reserve for Funding loss for Preschool Program
200	General Fund/Committed Reserves	$4,969,859.00	$4,969,859.00	$4,969,859.00	Post Employment Benefits
17	Special Reserve Fund for Other Than Capital Outlay	$119,739.00	$119,739.00	$119,739.00	Reserve to support maintenance funds at Sports Center
	Total of Substantiated Needs	$20,392,012.00	$17,093,341.00	$11,244,670.00	
	Remaining Unsubstantiated Balance	**($1,056,539.98)**	**$12,898.06**	**($1,274,103.05)**	

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

$3,298,671.00 $5,848,671.00

2015-16 Budget Study Session Presentation to Mountain View Whisman School District Board of Trustees

June 4, 2015

Terese McNamee

Chief Business Officer

Mountain View Whisman School District

Economic Outlook

- National-The US economy in robust
  - National unemployment rate is 5.4%.
  - Job growth is increasing but biggest contributor to reducing unemployment rate is the decrease in labor force participation.
  - Long Term positive outlook based on low oil prices and stock market gains. Growing trade deficit and higher dollar value is causing a contraction in US growth in 2015.
- California- Strong Economic Growth
  - California is benefiting from improved job growth, slow but recovering wages and increased capital gains and income from the State's highest income earners
  - The unemployment rate in California is 6.5%. While significantly improved in coastal regions, job growth in non-coastal regions are lagging behind State average.
  - General Fund revenue is increasing primarily from Proposition 30 and capital gains and these higher taxes fully expire in 2017-18
  - School funding is primarily increasing from the increased property taxes and redevelopment agency funds reverting to the State. This is expected to flatten and possibly decrease after proposition 30 funds expire.
  - California state income highly dependent on high income tax payers and is unstable

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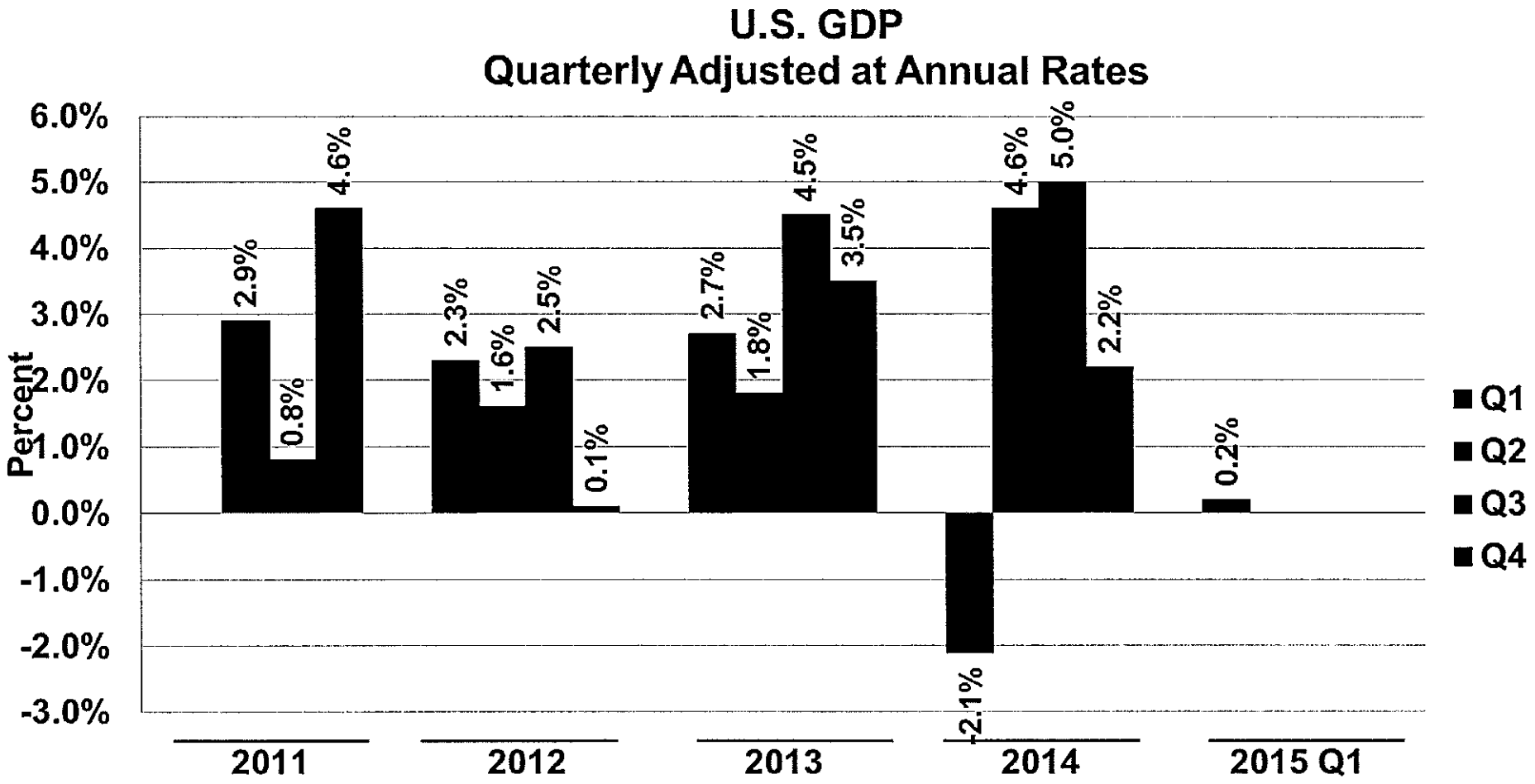
U.S. Economic Outlook



Source: Commerce Department

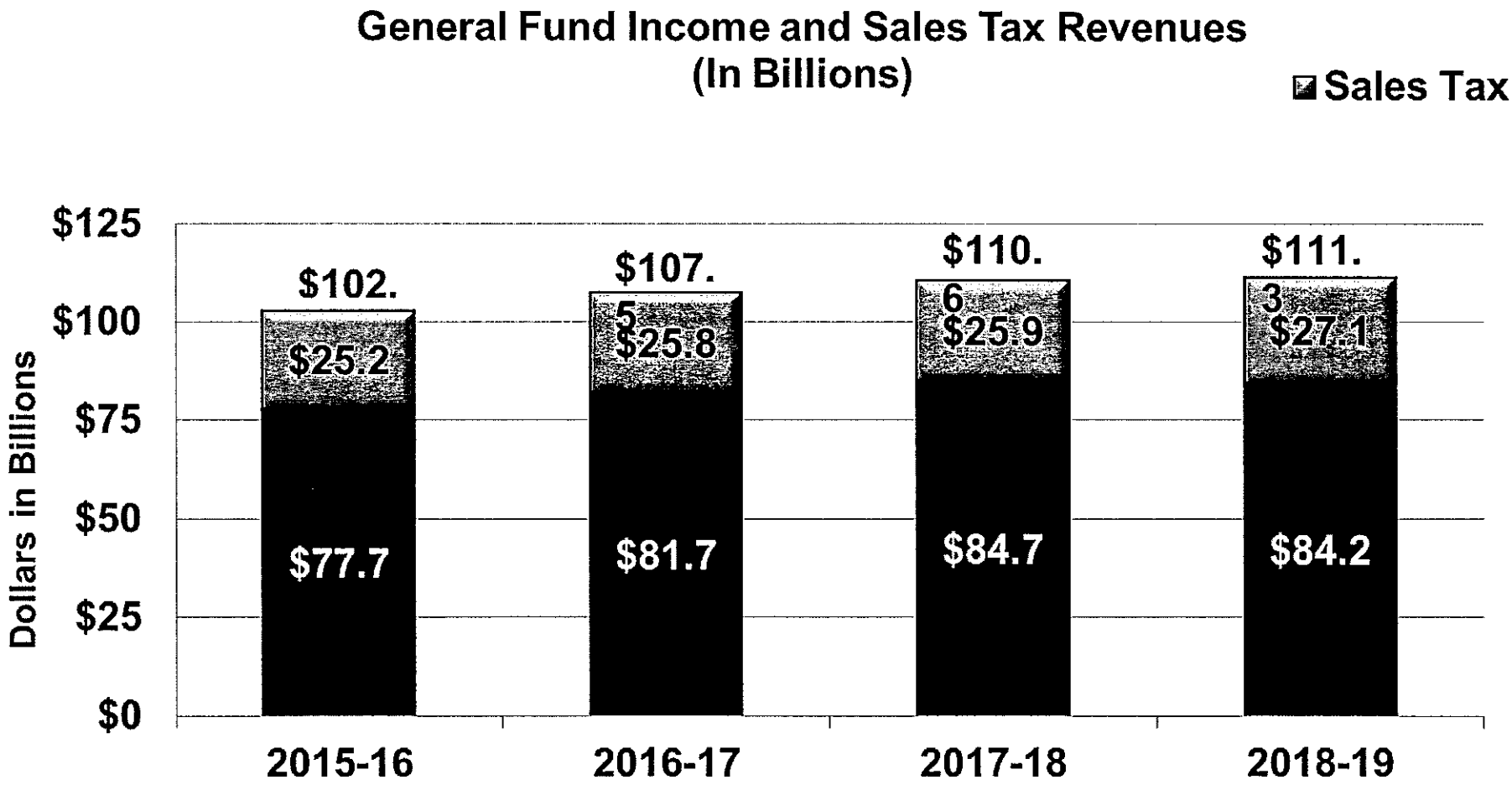
General Fund Budget Summary

	2014-15	2015-16
Prior-Year Balance	$5,589	$2,359
Revenues and Transfers	$111,307	$115,033
Total Resources Available	$116,896	$117,392
Non-Proposition 98 Expenditures	$64,929	$65,892
Proposition 98 Expenditures	$49,608	$49,416
Total Expenditures	$114,537	$115,308
Fund Balance	$2,359	$2,084
Reserve for Liquidation of Encumbrances	$971	$971
Special Fund for Economic Uncertainties	$1,388	$1,113
Budget Stabilization Account/Rainy Day Fund	$1,606	$3,460

- Revenues and transfers increase 3.2%, while expenditures increase by less than 1%
- The May Revision proposes over $3.4 billion in the Budget Stabilization Account
- The May Revision maintains over $1.1 billion in the Reserve for Economic Uncertainties

Source: 2014-15 May Revision, page 12

Income and Sales Tax Forecast



Source: 2015-16 May Revision, page 101

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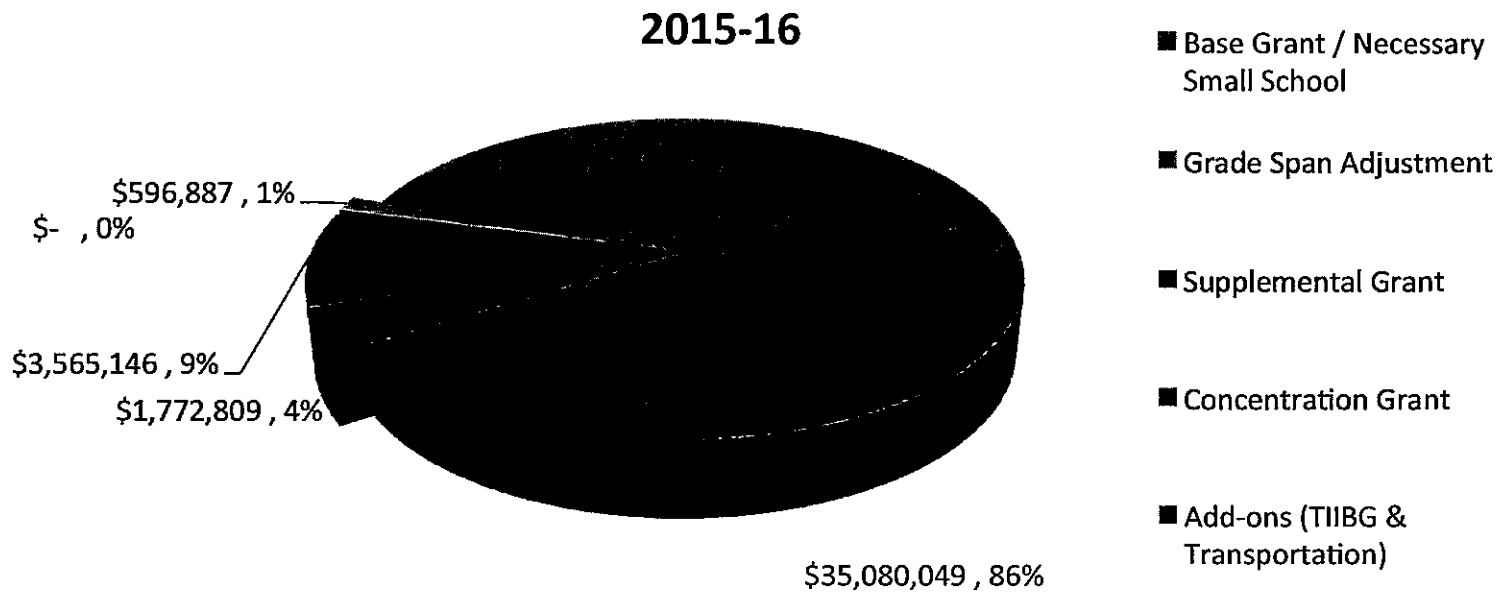
State Budget: May Revision

- The May Revision provides an additional $3.1 billion for education funding in 2014-15. This is considered one-time dollars on top of $4.75 billion already provided in the enacted Budget for the Local Control Funding Formula (LCFF)
  - For MVWSD the increase is an additional $2,945,910
- The combination of a rapidly recovering California economy and Proposition 30 temporary taxes drive the increased state revenues and growth in Proposition 98 for 2014-15
- The Governor proposes adding $2.1 billion to the $4 billion proposed in January for 2015-16 LCFF growth, for a total of $6.1 billion
  - Gap closure rate goes from 32.19% to 53.08% (93.71% of target for MVWSD)
  - Average increase is 14.13%, or $1,088 per average daily attendance (ADA)
- For MVWSD the increase is 9.2% but annual increases are likely to slow significantly in 2016-17 MVWSD estimated annual increase at 2.4%

State Budget: Issues Open after May Revision

- No additional funding for early learning or child care
- No additional funding for school facilities-Separate school bond initiative launched and models current facilities program
- No dedicated funding for Common Core
- No funding to offset increases in STRS and PERS
- No additional funding for school transportation
- No relief from reserve cap

2015-16 Funding Components



2015-16 Funding Components

Component		Target		Floor		Funded
Base + Grade Span Adj.	$	36,852,858				
Supplemental & Concentration	$	3,565,146				
Revenue Limit / Necessary Small School			$	25,488,202		
Categoricals			$	3,117,570		
TIIG + Transp.	$	596,887	$	596,887		
PY Gap			$	4,393,990		
Floor					$	33,596,649
CY Gap					$	3,937,603

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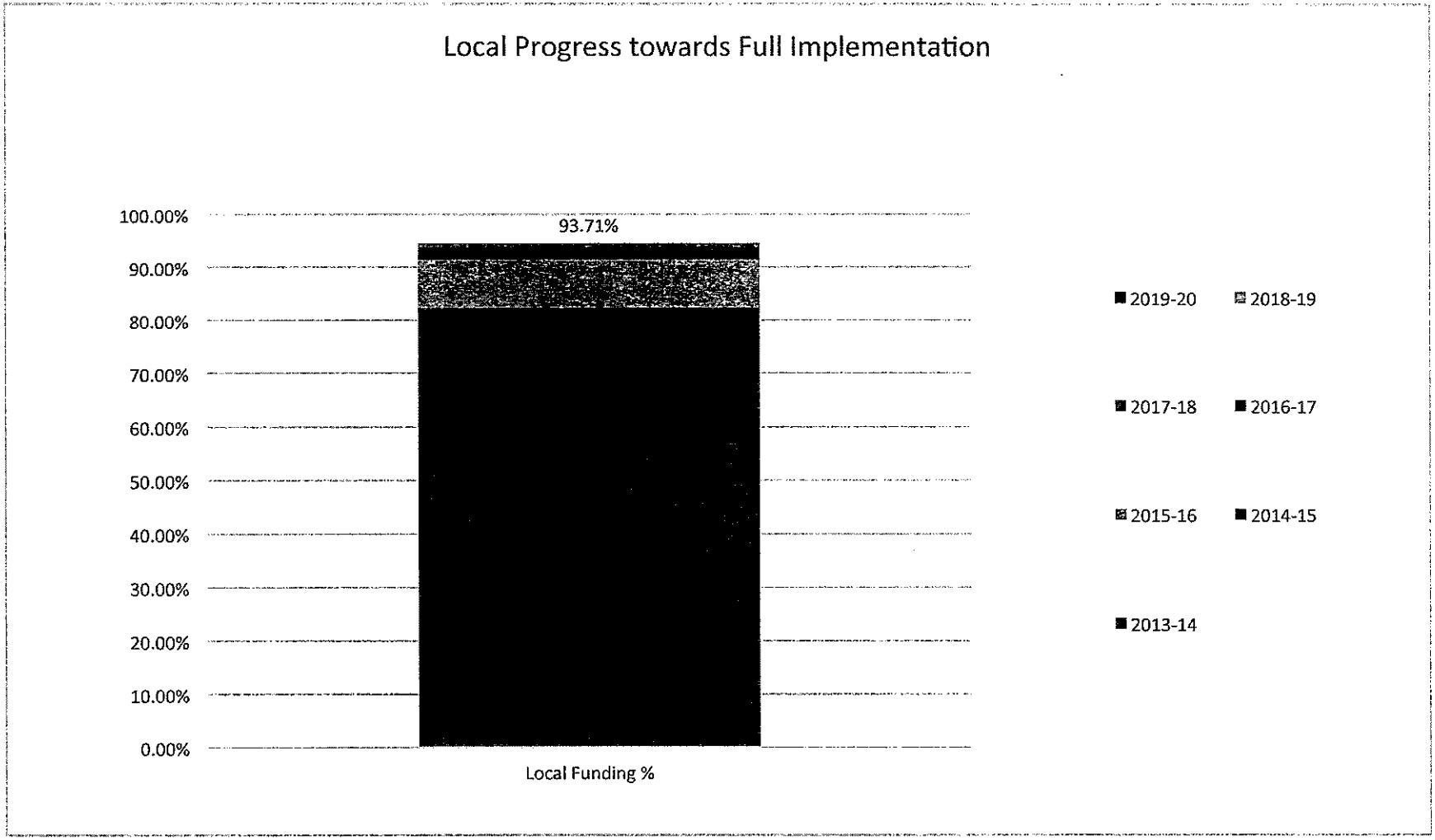
Local Progress towards Full Implementation



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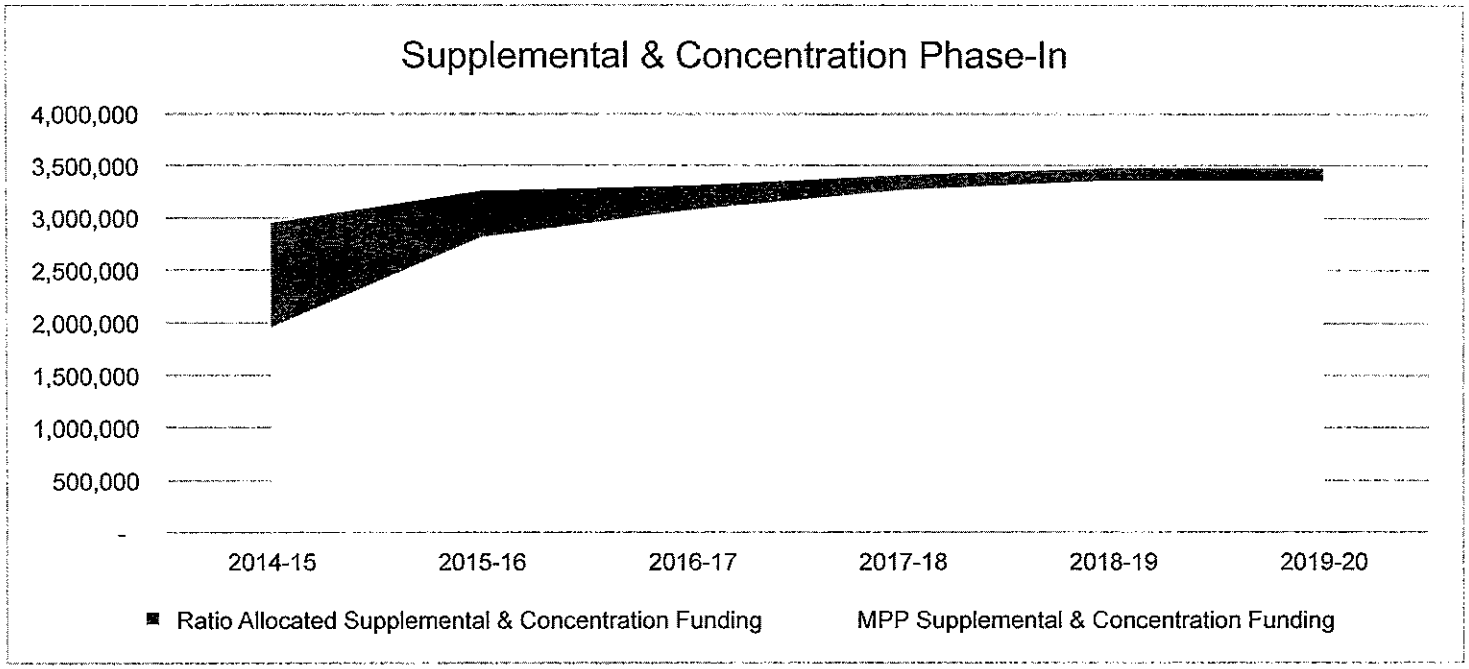

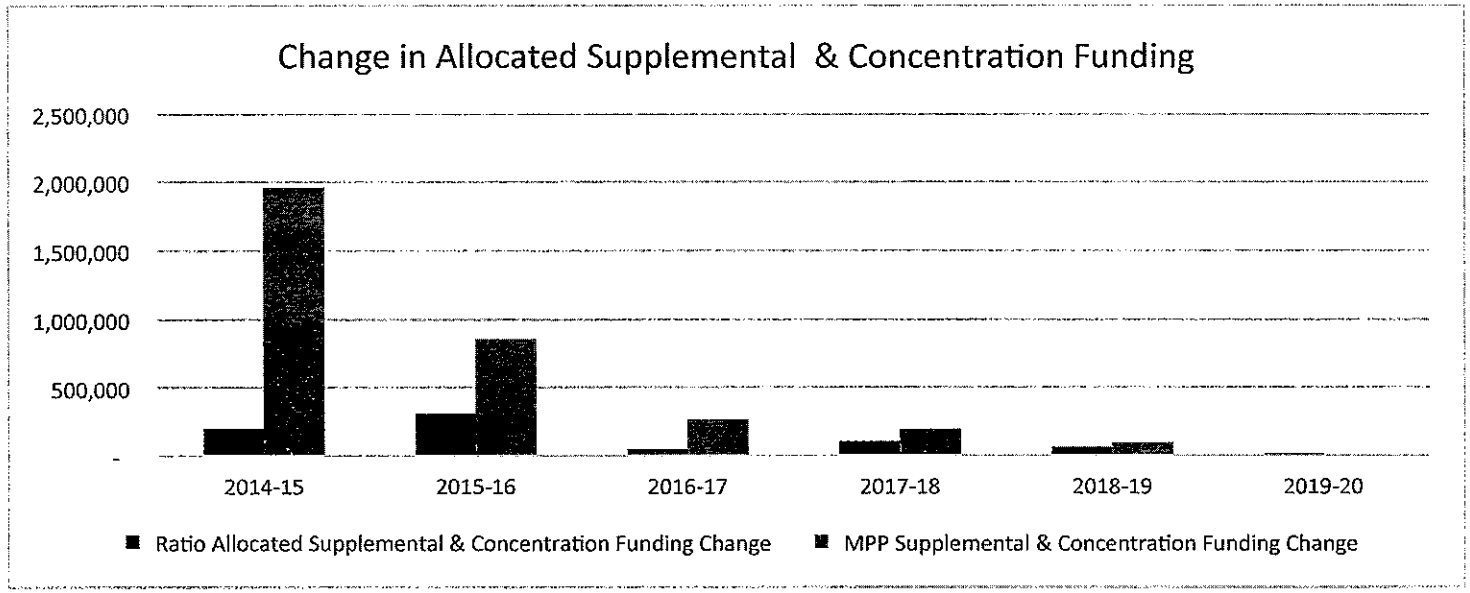

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2015-16 June Budget														
BEGINNING BALANCE		$10,312,854	$6,991,651	$0	$0	$0	$3,570,695	$0	$20,875,200	$791,777	$23,483	$1,309,118	$2,124,378	$ 22,999,579
		CORE OPERATIONS								TARGETED & RESTRICTED				
		General Fund	Shoreline	Special Ed.	Routine Maint	Transportation	Tier III	Other Operating	Total Operations	Parcel Tax	LCFF Supplemental	Categoricals	Total	TOTAL
		03-01,03-02,03-03, 03-05		06-08	06-05	06-07	03-05	(SPED, MOT)		03-04		06-06	Target Restricted	
REVENUE														
	LCFF Grant: 8010-8099	$34,976,198		$1,192,003				$1,192,003	$36,168,201		$2,810,326		$2,810,326	$ 38,978,527
	Other State Sources: 8300-8599	$3,737,948		$290,498		$0	$0	$290,498	$4,028,446			$749,879	$749,879	$ 4,778,325
	Federal Revenue: 8100-8299	$130,000		$1,065,004				$1,065,004	$1,195,004			$690,755	$690,755	$ 1,885,759
	Local Revenue: 8600-8799	$3,155,248	$3,133,740	$996,324		$36,000		$1,032,324	$7,321,312	$2,800,000		$1,159,451	$3,959,451	$ 11,280,763
									$0				$0	$ -
	TOTAL REVENUES	$41,999,394	$3,133,740	$3,543,829	$0	$36,000	$0	$3,579,829	$48,712,963	$2,800,000	$2,810,326	$2,600,085	$8,210,411	$ 56,923,374
EXPENDITURE														
	1000-1999 Certificated Salaries	$19,003,794	$172,433	$3,245,460	$0	$0	$0	$3,245,460	$22,421,687	$532,702	$981,219	$378,625	$1,892,546	$ 24,314,233
	2000-2999 Classified Salaries	$3,049,244	$540,254	$2,383,012	$379,872	$349,697	$0	$3,112,581	$6,702,079	$903,920	$578,581	$416,184	$1,898,685	$ 8,600,764
	3400 Health and Welfare	$3,771,835	$113,341	$1,003,022	$98,079	$109,653	$0	$1,210,754	$5,095,930	$302,361	$134,917	$55,226	$492,504	$ 5,588,434
	3000-3999 Other Fringe Benefits	$3,641,954	$143,116	$1,046,787	$80,045	$76,473	$0	$1,203,305	$4,988,375	$317,923	$195,707	$118,930	$632,560	$ 5,620,935
	4000-4999 Supplies	$1,217,792	$420,000	$51,661	$81,680	$25,525	$0	$158,766	$1,796,558	$19,762	$18,414	$284,364	$322,540	$ 2,119,098
	5000-5999 Contracts	$2,965,397	$615,716	$2,170,071	$421,470	$226,815	$300,000	$2,818,356	$6,699,469	$1,084,909	$901,488	$1,192,416	$3,178,813	$ 9,878,282
	6000-6999 Capital	$0	$25,000	$0	$598,163	$0	$0	$598,163	$623,163	$0		$0	$0	$ 623,163
	7100-7299 Other Transfers	$0	$56,682,251	$10,816,125	$0	$0	$0	$10,816,125	$67,498,376	$0		$0	$0	$ 67,498,376
	7300-7399 Indirect Costs	-$242,017	$122,092	$15,373	$0	$0	$0	$15,373	-$104,552	$0	$0	$41,894	$41,894	$ (62,658)
	7400-7499 Interest & Principal	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0	$0	$ -
	7600 Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$ -
	TOTAL EXPENDITURES	$33,407,999	$2,151,952	$9,915,286	$1,659,309	$788,163	$300,000	$12,362,758	$48,222,709	$3,161,577	$2,810,326	$2,487,639	$8,459,642	$ 56,682,251
	EXCESS OF REVENUE/EXPENDITU	$8,591,395	$981,788	-$6,371,457	-$1,659,309	-$752,163	-$300,000	-$8,782,929	$490,254	-$361,577	$0	$112,446	-$249,131	$ 241,123
	OTHER FINANCING SOURCE													
INTERFUND	To Deferred Maintenance @. 5%	-$254,786						$0	-$254,786				$0	$ (254,786)
	To Child Nutrition	-$393,710						$0	-$393,710				$0	$ (393,710)
	TOTAL OUTGO	-$648,496					$0	$0	-$648,496				$0	$ (648,496)
CONTRIBUTION TO RESTRICTED SUB FUND														
	RESTRICTED SUB FUNDS													
	1, 06-08 SPECIAL ED	-$6,371,457		$6,371,457				$6,371,457	$0				$0	$ -
	2.LCFF Supplemental	$0					$0	$0	$0				$0	$ -
	3. Transportation	-$752,163				$752,163		$752,163	$0				$0	$ -
$ 1,700,468	4.ROUTINE MAINTENANCE	-$1,700,468			$1,700,468			$1,700,468	$0				$0	$ -
	TOTAL CONTRIBUTION	-$8,824,088	$0	$6,371,457	$1,700,468	$752,163	$0	$8,824,088	$0	$0	$0	$0	$0	$ -
RESERVE	BALANCE	$9,431,666	$7,973,439	$0	$41,159	$0	$3,270,695	$41,159	$20,716,959	$430,200	$23,483	$1,421,564	$1,875,247	$ 22,592,206
LCAP	Art, Music, PE, Enrichment		$51,050						Art, Music, PE, Enrichment, CHAC,	$1,980,880		$598,570		$ 2,630,500
	Coaches	$1,098,671	(Reserves)						Coaches			$88,888		$ 1,187,559
	Instructional Materials	$1,000,000	(Reserves)						Instructional Materials			$22,008		$ 1,022,008
	Intervention	$300,000	(Reserves)						Intervention		$1,411,952	$300,000		$ 2,011,952
	Facilitators/Parent Engagement								Facilitators/Parent Engagement		$584,928			$ 584,928
	Math/Tech Pathways		$234,386						Math Pathways		$434,025			$ 668,411
	Professional Development	$500,000	$30,630	(Reserves)					Professional Development			$110,896		$ 641,526
	SARB	$5,000							Student Services			$490,792		$ 495,792
	Software		$209,636						Software		$99,043			$ 308,679
	Summer School								Summer School		$160,378			$ 160,378
	Expand After school program								After school program		$120,000	$445,950		$ 565,950
	Technology Equipment		$300,000						Technology Equipment					$ 300,000
		$ 2,903,671	$ 825,702		$ 9,544,287						$ 2,810,326			

Mountain View Whisman School District General Fund (Restricted & Unrestricted Combined) Multi-year Projection for 2015-16 June Budget prepared as of May 29, 2015		2014-15 Budget Except As Noted $ Amount	2015-16 June Budget Except As Noted $ Amount	2016-17 June Budget Except As Noted $ Amount	2017-18 June Budget Except As Noted $ Amount
	Budget ADA	4901.68	4901.68	4901.68	4901.68
	BEGINNING FUND BALANCE	$ 24,707,384	$ 22,999,579	22,592,206	18,933,548
REVENUES	LCFF Base Grant (Including EPA)	33,727,080	36,168,201	36,997,066	37,728,656
	LCFF Supplemental	1,853,483	2,810,326	2,900,177	3,028,328
	Other State Revenues	2,150,576	4,778,325	1,900,094	1,918,924
	Federal Revenues	1,686,665	1,885,759	1,912,551	1,939,744
	Local Revenues (Including Parcel Tax)	10,785,033	11,280,763	11,509,744	8,953,616
	TOTAL REVENUES	$ 50,202,837	$ 56,923,374	$ 55,219,631	$ 53,569,268
EXPENDITURES	Certificated Salaries	23,121,224	24,314,233	24,824,832	25,445,453
	Classified Salaries	7,964,331	8,600,764	8,781,380	9,000,915
	Benefits - H&W	5,259,517	5,588,434	6,147,277	6,762,005
	Benefits - Statutory	4,758,538	5,620,935	5,759,499	5,902,029
	Books & Supplies	2,561,833	2,119,098	2,163,599	2,217,689
	Contracts & Services	7,209,664	9,878,282	10,379,426	10,623,912
	Capital Outlay & Equipment	235,000	623,163	636,249	652,156
	Other Outgo/Indirect Cost Recovery	(62,658)	(62,658)	(63,974)	(65,573)
	SUB-TOTAL EXPENDITURES	$ 51,047,449	$ 56,682,251	$ 58,628,289	$ 60,538,584
	Excess (Deficiency) of Revenue over Expenditures	(844,612)	241,123	(3,408,658)	(6,969,316)
TRANSFERS OUT	Transfer Out to Deferred Maintenance	0	254,786	254,786	254,786
	Transfer Out to OPEB & Child Nutrition	863,193	393,710	0	0
	Total Transfers Out	863,193	648,496	254,786	254,786
	TOTAL EXPENDITURES & TRANSFERS OUT	$ 51,910,642	$ 57,330,747	$ 58,883,075	$ 60,793,370
	Excess (Deficiency) of Revenue over Outgo & Expenditures	(1,707,805)	(407,373)	(3,663,444)	(7,224,102)
TRANSFERS IN		0	0	0	0
	ENDING BALANCE with current budget projections	$ 22,999,579	$ 22,592,206	$ 18,928,762	$ 11,709,446
BALANCES	Revolving Cash, Stores & Prepaid Exp.	31,856	31,856	31,856	31,856
	Designated-Site Discretionary	652,750	652,750	652,750	652,750
	Designated-10% Reserve for Economic Uncertainities	7,657,117	5,668,225	5,862,829	6,053,858
	Committed-Middle School Innovation Centers	4,920,466	4,920,466	4,920,466	4,920,466
	Committed-Preschool		700,000	500,000	300,000
	Committed-Parcel Tax Transition Reserve		2,800,000	2,800,000	0
	Restricted Categorical	1,105,500	1,259,104	1,413,203	1,550,250
	Restricted Parcel Tax Reserves	791,777	430,200	0	0
	UNRESTRICTED and UNASSIGNED Balance	$ 7,840,112	$ 6,129,604	$ 2,747,659	$ (1,799,734)
	Reserve as % of Total Expense	15.36%	10.81%	4.69%	-2.97%
	% of Required Reserve for this school district	3%	3%	3%	3%
	$ Amount of Required Reserve for this school district	$ 1,531,423	$ 1,700,468	$ 1,758,849	$ 1,816,158

Additional Budget Assumptions: Income

- For 2015-16, the District's operating revenue is improving from increasing LCFF supplemental funding and one-time State revenue.
- District is seeking new revenue sources in order to fund additional operating expenses, including Title I and lease revenue
- Federal and State revenue will increase compared to 2014-15 by a COLA of 1.02%.
- Utilize parcel tax for essential programs and to increase funding for at-risk youth and enrichment. Funding expires in 2016-17.
- Anticipate flat enrollment with ADA 4886.02.

Additional Budget Assumptions

- Salary and Benefits:
  - In negotiations with certificated groups. Awaiting board approval to finalize in the budget projections.
  - Health & welfare for 2015-16 projected at a 10% increase.
  - Annual step & column increases at approximately 2%
  - Salary Schedule
    - Budgeting increase for Multi-Year Projections
  - STRS and PERS contributions increased at approximately 2%
  - OPEB (GASB 45) liability not to be funded in 2015-16
- Encroachments and Contributions:
  - One Time expenditures of $2.5 million to fund common core materials, professional development, coaches
  - One Time expenditure of $300,000 for Theuerkauf and Castro to implement principles of turnaround model.
  - Child Nutrition-$300K of capital and approx $100K of operating deficit
  - Preschool-$100K to maintain existing programs, increases to $200K in 16-17
  - Routine Maintenance-Required contribution of 3% of expenses

Key Messages

- State funding for Common Core has ended, State is providing one time monies to use for Common Core.
- District will, for the foreseeable future, be in a situation in which on-going cost increases will exceed the rise in on-going revenue received.
- District is using $2.8 million of one-time money to prevent an operating deficit for 2015-16.
- After accounting for one time expenses, deficit is expected in 16-17 and continues through the multi-year projections. In order to fund additional operating expenses, the District must seek additional revenue or reduce expenses.
- Without additional ongoing revenue, the District will significantly exhaust its reserves over the next 3 years.
- District should consider utilizing reserves for one-time expenses that focus on student achievement. Over $2.8 million is included in budget.

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category: Review and Action

Agenda Item Title: Resolution to join Schools Excess Liability Fund (SELF)

Estimated Time: 5 minutes

Person Responsible: Terese McNamee, Chief Business Officer

Background:

The District belongs to a Joint Powers Agency South Bay Schools Schools Insurance Authority (SBASIA) for our liability insurance. Currently SBASIA has Excess Liability insurance with CSAC EIA at $35 million limit with $250,000 SIR (self-insured retention). The annual premium is $709,326.

There were 2 options for the Excess Liability renewal effective 7/1/15:

Option 1-CSAC EIA at $35 million limit with $250,000 SIR. The annual premium effective 7/1/15 will be $888,000.

Option 2- CSAC EIA to $5 million limit with $250,000 SIR, then join SELF for $50 million limit excess of $5 million. The annual premium is $747,485. This option saves $140,515 ($888,000 minus $747,485). In addition, SBASIA will have a higher Excess Liability limit as limit increases from $35 million to $55 million.

The SBASIA Executive Committee decided on Option 2, which necessitates having the Board approve joining SELF.

Fiscal Implication:

The insurance pool would currently pay $888,000 with the current coverage and would lower premiums by $140,515 to $747,485. The Districts share of this premium would be approximately 6.1% of the total for a savings of $8,571 per year.

Recommended Action:

The Board approve the resolution to join Schools Excess Liability Fund (SELF) effective July 1, 2015.

Resolution No. 1563.6/15 to join Schools Excess Liability Fund (SELF)
Effective July 1, 2015

WHEREAS, the Board of the Mountain View Whisman School District, along with other school districts of the State of California, have been studying self-funding of excess liability; and

WHEREAS, these districts and public charter schools have determined there is a need for a self-funding system for excess liability coverage by combining their respective efforts to establish, operate and maintain a Joint Powers Agency for self-funding of excess liability; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California, authorizes joint exercise by two or more public agencies of any power common to them,

WHEREAS, California law authorizes school district to establish Self-funded Programs.

NOW, THEREFORE, BE IT RESOLVED by the Board as follows:

1. The Board of Education of Mountain View Whisman School District hereby declares its membership in the Schools Excess Liability Fund (SELF) effective July 1, 2015 and instructs its duly authorized agent to execute on behalf of the district and/or charter school, the attached Joint Powers Agreement

2. The Board instructs staff to take all necessary steps to implement this resolution.

PASSED AND ADOPTED by the Board of Trustees this 4th day of June, 2015 by the following vote:

AYES:

NOES:

ABSENT:

_____ _____
Date President, Board of Trustees

ATTEST:

_____, Board Secretary

SCHOOLS EXCESS LIABILITY FUND
A JOINT EXERCISE OF POWERS AGREEMENT
Among Specified Public Educational Agencies
for the Management, Operation and Maintenance
of Risk Pooling and Insurance Programs for
Excess Liability, Property, Workers' Compensation and other Programs

THIS DOCUMENT constitutes the Fifth Amended Schools Excess Liability Fund Joint Powers Agreement (hereinafter "Agreement"), and it supersedes that Agreement originally dated March 1, 1986. Pursuant to the provisions of Title I, Division 7, Chapter 5, Article 1 of the Government Code of the State of California (commencing with Section 6500 thereof) relating to the joint exercise of common powers, this Agreement is entered into among those **public educational agencies** as defined in this Agreement, which are or may hereafter become **parties** to this Agreement, for the purpose of operating an **Authority** to be known and designated as "Schools Excess Liability Fund," hereinafter referred to as SELF.

W I T N E S S E T H

WHEREAS, the public interest requires and it is to the mutual benefit of the **parties** hereto to join together to establish and operate cooperative **programs** of risk pooling, insurance and risk management for excess liability, property, workers' compensation and other **programs,** and

WHEREAS, the operating of such cooperative **programs** is of such magnitude that it is necessary for the **parties** to this Agreement to join together to accomplish the purposes hereinafter set forth, and

WHEREAS, each of the **public educational agencies** which is a **party** to this Agreement has the power to establish, manage, operate and maintain **programs** of excess risk pooling and insurance for liability, property, workers' compensation and other **programs,** and

WHEREAS, Title I, Division 7, Chapter 5, of the California Government Code authorizes the joint exercise by two or more public agencies of any power which is common to each of them;

NOW THEREFORE, for and in consideration of the mutual advantages to be derived therefrom and in consideration of the execution of this Agreement by other **public educational agencies,** each of the **parties** hereto does agree as follows:

(Throughout this Agreement, words and phrases that appear in bold type have special meanings. They are defined in Section I, below.)

I. DEFINITIONS

Unless otherwise stated herein, for purposes of this Agreement the following words shall have the meanings stated:

A. **Agreement** means this Joint Powers Agreement executed by parties to **SELF.**

B. **Authority** means **SELF.**

C. **Board** means the **Board** of Directors of SELF as established by this Agreement and the Bylaws.

D. **Bylaws** means the **Bylaws** by which SELF is to be governed.

E. **Claim** means that portion of a settlement, judgment, compromise and release, award, **claim** or other covered loss, which exceeds or is likely to exceed a **party's retained limit** as specified in the appropriate **Memorandum of Coverage. Claim** costs shall include expenses as defined in such **Memorandum of Coverage.**

F. **Contribution** shall mean money, including, but not limited to, special assessments, paid by a **party** to SELF in return for the services and coverage outlined in the appropriate **Memorandum of Coverage.**

G. **Fiscal year** means the period of time commencing on July 1 and ending the following June 30.

H. **Fund** means a sum of money established for the purpose of carrying out this Agreement. A separate **fund** shall be established for each **program**.

I. **Member** means a person duly elected or appointed to the **Board** of Directors as provided for in this Agreement.

J. **Memorandum of Coverage** means a document specifying terms, conditions, coverages, and limits of liability for a **program** operated by SELF.

K. **Party** means a **public educational agency** which is a **party** to this Agreement.

L. **Program** means liability, property, workers' compensation, or other coverage programs authorized by the **Board.**

M. **Public educational agency/agencies** means any public school district, community college district, county board of education/county superintendent of schools, regional occupational programs/centers, The California State University or other public entity providing educational programs or services to the community, or such joint powers agencies/authorities consisting of one or more of the foregoing and serving the interests of the public entities detailed in this Agreement.

II. PURPOSE

The purpose of this Agreement is to establish, operate, and maintain and/or fund pooling and insured **programs** for excess liability, property, workers' compensation and other **programs** approved by the **Board**, the function of said **programs** being within the power common to each of the **parties** to this Agreement.

III. ADMINISTRATION

SELF shall be governed by a **Board** of Directors, which shall be established and shall operate as follows:

A. With the exception of the two *ex-officio* positions, eligibility for membership on the **Board** shall be limited to employees of **public educational agencies** that are **parties** to the SELF **Agreement** as defined. Only the designated primary **Board member** or alternate **Board member** may represent that **member's** constituency.

B. Membership: The **Board** of Directors shall consist of sixteen elected and one appointed voting **members** and two ex-officio **members**, as follows:

1. There shall be four elected **members** from community colleges, two representing the South and two representing the North (See Appendix I);

2. There shall be one elected **member** from each of the **SELF Areas** one, two, three and four (See Appendix I);

3. There shall be two elected **members** from **SELF Area** five (See Appendix I);

4. There shall be six elected **members** from **SELF Area** six (See Appendix I);

5. There shall be one *ex-officio* **member** from the State Community College Chancellor's Office;

6. There shall be one *ex-officio* **member** from the Office of the State Superintendent of Public Instruction; and

7. There shall be one **member** appointed by the Chancellor of The California State University for so long as The California State University is a **party** to the SELF **Agreement**.

C. Election: Each **party** to the **Agreement**, with the exception of The California State University, shall be entitled to submit one ballot for the election of **members** within its **SELF Area**. Elected **Board members** shall begin their term of office July 1, following the election.

D. Alternates: The **Board** shall appoint alternates for each **member**. The **Board** may consider recommendations from **members** when making such appointments. Alternates shall serve at the pleasure of the **Board**.

E. Term of Office: Elections shall be held every two years. Each **member** shall serve for a period of four (4) years. The terms of office for the **members** from the State Community College Chancellor's Office, the Office of the State Superintendent of Public Instruction, and The California State University shall be determined by the appointing authority.

F. Vacancies of the **Board**: In the event that a **member** is unable to fulfill his/her term of office, the **Board** shall, at its discretion, appoint a replacement to serve the remainder of the **member's** term. In the event that a **member** is an employee or agent of a **party** giving notice of withdrawal, pursuant to Article XV of these Bylaws, such **member** shall be deemed to have resigned from the **Board** as of the date of the notice, even though the effective date of the resignation occurs at the end of the fiscal year.

G. SELF shall comply with the Ralph M. Brown Act (Government Code § 54950 *et seq.*) to the extent required by law.

H. Quorum: Except as otherwise required by the **Agreement** and these **Bylaws**, a quorum of the **Board** shall consist of a majority of the voting **members** of the **Board** or when applicable (*e.g.*, due to **Board member(s)** absence from a meeting), **Board** alternates.

I. Attendance at Meetings: All **members** or their alternates shall attend all meetings of the **Board**. If a **member** or alternate fails to attend two consecutive meetings, the **Board** may declare a vacancy in that office.

J. Voting: With the exception of *ex-officio* positions, each **member** or, when applicable, alternate, shall have one vote, which may be cast on any issue before the **Board.** Except as otherwise permitted by Sections 54950, *et seq.* of the California Government Code, no proxy or absentee votes shall be permitted. Except as otherwise provided in these **Bylaws**, a vote of a majority of the primary or alternate **Board members** in attendance shall be sufficient to constitute action, provided a quorum is established.

K. **Board** Officers: The officers of the Board shall consist of a chairperson, vice chairperson, secretary and comptroller. The officers shall be elected by the **Board** from among themselves on a single vote per **member** basis. The term of office for officers shall be two (2) years.

L. Notice of Meetings: Except for special meetings, notices of meetings shall be sent by mail to each **member** and alternate no less than thirty (30) days before regularly scheduled meetings.

M. Conduct of Meetings: Unless otherwise determined by the **Board**, meetings shall be conducted pursuant to the most current edition of "Robert's Rules of Order."

N. Minutes: The secretary shall cause to be kept minutes of all open-session meetings of the **Board** and shall, as soon as possible after each meeting, cause a copy of the minutes to be provided to each **member** and alternate.

O. Expense Reimbursement: Members or alternates shall receive reimbursement for travel and *per diem* expenses incurred in accordance with policy established by the Board. Members or alternates shall not receive any other form of reimbursement.

P. Indemnification: **Board members** and their alternates are indemnified, by the **Agreement**, and SELF does hereby agree to indemnify and hold them, and each of them, severally and jointly, harmless against and free from all claims, expenses, demands, penalties, fines, forfeitures, judgments, settlements, attorney fees, and any other amount whatsoever actually and reasonably incurred or threatened by reason of, or as a result of, their official participation and actions in pursuance of the execution and administration of the **Agreement** and the operation of the **Authority** created thereunder, including but not limited to amounts arising out of or by any judicial or quasi-judicial action or proceeding, whether civil, criminal, administrative or investigative, on condition that it appear to the satisfaction of the **Board** that the indemnitee acted in good faith and in a manner reasonably believed by him or her to be in the best interest of SELF, or that such a person had no reasonable cause to believe that his or her conduct under the circumstances was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or plea of *nolo contendere* or its equivalent shall not for purposes of the Agreement and these **Bylaws** of itself create any presumption that the indemnitee did not act in good faith and in a manner which he or she reasonably believed to be in the best interest of SELF, nor any presumption that such a person had reasonable cause to believe that his or her conduct under the circumstances was unlawful. This provision of indemnity shall not be construed to obligate SELF to pay any liability, including but not limited to, punitive damages, which by law would be contrary to public policy or itself unlawful. The **Board**, at its discretion, may self-fund or provide for errors and omissions insurance policy coverage for the directors and officers and employees of SELF, at the expense of SELF.

Q. Meetings: The **Board** may conduct regular, adjourned regular, special, and adjourned special meetings, provided, however, that it will hold at least two regular meetings each year. The date, time and place for the regular meetings shall be fixed by the **Board**. Such meetings shall be publicly noticed prior to the meeting by the **Board.** All meetings of the **Board** shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Sections 54950, *et seq.* of the California Government Code), and as augmented by rules of the **Board** not inconsistent therewith. A calendar shall be distributed to all primary and alternate **Board members**, and to any person who has filed a written request seeking notice of **Board** meetings, and shall provide notice solely of regular (*i.e.* not special or adjourned regular or special) meetings. The **Board** may hold additional meetings as determined by the **Board** and consistent with the Brown Act. Except as otherwise provided or permitted by law, all meetings of the **Board** shall be open and public. The **Board** shall cause to be kept minutes of its meetings, and shall promptly transmit to the primary **members** of the **Board** and their alternates, true and correct copies of the minutes of such meetings.

R. The **Board** shall designate its principal office as the location at which it will receive notices, correspondence, and other communications, and shall designate one of its primary **members** or employees as an officer for the purpose of receiving service on behalf of the **Board.** The **Board** shall comply with the provisions of Sections 6503.5 and 53051 of the Government Code requiring the filing of a statement with the Secretary of State and with the State Controller.

S. The Board may establish rules governing its own conduct and procedure, and have such expressed or implied authority as is not inconsistent with or contrary to the laws of the State of California, this **Agreement** and the **Bylaws.**

T. Consistent with Government Code Section 6509, SELF shall designate a contracting **party** whose restrictions upon the manner of exercising power shall also apply to SELF.

U. Administration: The **Board** shall, either directly or by contract, perform the following services:

1. Provide for payments of **claims** in accordance with this **Agreement** and the **Bylaws.**

2. Establish yearly **contributions** and loss reserves for each **program** and return of **contributions**/rate credits if appropriate. Pursuant to the payment of the required **contributions** by each **party** to SELF, SELF shall issue to each **party** a **Memorandum of Coverage** indicating the coverage provided to the **party** by SELF and the exchange of services, if any. The coverage provided by such **Memorandum of Coverage** will begin for each **party** on the date set forth in the declarations of the **Memorandum of Coverage** and will expire at the end of the **fiscal year.**

3. Provide a strict accountability of all **funds** for each **program** and a report of all receipts and disbursements.

4. Provide for pooled or insured **excess coverage** above the **retained limit** as specified in the respective **program Memorandum of Coverage.**

5. Provide, when necessary, for legal representation in defense of **claims** expected to exceed the **retained limit.**

6. Provide for annual audit of the **funds** by an independent Certified Public Accountant.

7. Provide for management reports, including but not limited to, actuarial analyses, claims audits and special reports.

8. Prepare and maintain **claim** files and other records and cause same to be retained.

9. Provide for, when necessary, investigation of **claims.**

10. Provide information in defense of **claims**.

11. Authorize the allowance, compromise, settlement or rejection of **claims**.

12. Prepare all notices and reports and otherwise prepare all matters necessary to comply with the provisions of state law and other legal directives.

13. Prepare a Policy and Procedures Operating Manual to be followed by each of the **parties** hereto.

14. Except as otherwise provided in this **Agreement** and the **Bylaws**, the **Board** shall have the authority to make and enter into contracts, employ agents and employees, acquire, hold and dispose of real and personal property, incur all debts, liabilities or obligations as is necessary to administer and carry out the purposes of the Authority, file suit, and enter into such settlements as may be beneficial to SELF, as determined by the **Board.**

15. Appoint a **custodian** to be the depository and have custody of all the money of SELF pursuant to the California Government Code, Section 6505.5. Such **custodian** shall perform those functions as required by said Code and other applicable law.

16. Establish bank accounts and/or trust funds as appropriate.

17. Provide procedures for election of the **Board** of Directors.

18. Provide for other services as necessary.

IV. BYLAWS

SELF shall be governed by this Agreement and the **Bylaws** which are incorporated herein by reference. **Parties** to this Agreement are bound by the provisions of the **Bylaws**. In the event that there is a conflict in the provisions of this Agreement and the **Bylaws**, this Agreement shall prevail over the **Bylaws**.

V. TERM OF AGREEMENT

This Agreement shall continue in effect unless and until it is terminated as provided for in Section IX of this Agreement.

VI. MEMBERSHIP

A. Eligibility: **Public educational agencies** within California may become **parties** to this Agreement upon application to and approval by the **Board**. **Parties** may participate in any one or more **programs** operated by SELF.

B. Successors: Should a **party** to this Agreement reorganize in accordance with State law, the successor or successors in interest to such **party** may be substituted as a **party** or **parties** to this Agreement, and such substitution shall become effective upon the filing with the **Board** of an assignment by such **party** to its successor or successors in interest of all of said **party's** rights and obligations hereunder, provided such assignment is fully executed by the **party** to this Agreement and its successors.

VII. WITHDRAWAL OF A PARTY

A **party** to this Agreement may cease to be a **party** hereto or may discontinue participation in any **program**, and may withdraw as a **party** to this Agreement or from any **program**, in the manner hereinafter provided:

A. Three (3) Fiscal Years' Participation: No party to this Agreement may withdraw from a program until it has been a party to such program for at least three (3) consecutive, full fiscal years.

B. Resolution of Withdrawal: To effect withdrawal from this Agreement, or from any **program** (*e.g.*, Liability or Worker's Compensation) in which a **party** is participating, such **party**, by its governing body, shall adopt a resolution stating that it is going to withdraw from SELF or from the SELF program, effective July 1 of that year or the following year.

C. Notice of Withdrawal: A **party** that is going to withdraw shall cause to be sent to the **Board** a true copy of the resolution of its governing body stating that it is going to withdraw.

D. A **party** which is going to withdraw shall serve its notice of withdrawal upon the **Board** in the manner provided in this **Agreement** (at **Section XIV** hereof, *infra*) for the giving of notice. As long as the notice of withdrawal is received in the SELF office by the close of business on December 31, the notice shall be effective on the last day of SELF's **fiscal year** during which the notice of withdrawal was given. If the notice of withdrawal is received in the SELF office after the close of business on December 31, the effective date of such withdrawal shall be on the last day of SELF's **fiscal year** following the fiscal year in which the notice was given.

E. Continuing Obligations of a Withdrawing **Party**: A **party** withdrawing from a **program** may be entitled to a share of any equity distributions, if any, or be liable for its share of any assessments, if any, declared by the **Board**. After considering reserves for **claims**

reported and **claims** incurred but not reported, the **Board** shall make a determination as to whether to declare any equity distribution or impose any loss assessment, that is based on the overall fiscal impact of the withdrawal on the **program** pool, and that fosters the preservation of the fiscal integrity of the **program** pool. In no event will any equity distribution be made to a withdrawing **party** until after five (5) years have elapsed from the date the **party** withdrew from the **program**. In addition, the withdrawal of a **party** from a **program** shall not relieve such **party** of any obligations that such **party** otherwise has in connection with **claims** which arose while said withdrawn **party** was a participant in such **program**.

VIII. INVOLUNTARY TERMINATION OF MEMBERSHIP IN SELF

A. A **party** may be involuntarily terminated from **SELF** for failure to pay contributions or assessments to **SELF** when due; failure to report claims in a timely manner; failure to comply with the provisions of the **Memorandum of Coverage**, **Agreement**, or **Bylaws**; or for other good cause as determined by the **Board**. In the event of such termination, the terminated **party's** equity or deficit position while a participant in any **SELF program** will continue to be reflected in the records and reports required under "**Article XIII, Accounts and Records**," in the **Bylaws**, and the provisions of **Section VII, Paragraph E** of this **Agreement**, *supra,* shall also apply to such terminated **party**.

IX. TERMINATION OF AGREEMENT

The governing bodies of the **parties** may determine that the public interest will not be served by the continuance of this Agreement. In such event, by a two-thirds (2/3) vote of the total number of **parties** voting in favor of termination, this Agreement shall be terminated effective at the end of the **fiscal year** specified by such parties at the time of voting. The **Board** shall provide for the continued administration of SELF business during the period of up to ten (10) years as referred to in Section X, *infra*.

X. DISTRIBUTION OF PROPERTY AND MONIES UPON TERMINATION OF THIS AGREEMENT

A. Reserve Account: Upon any termination of this Agreement, the **Board** shall provide or cause to be provided, **program** reserve accounts for a period of up to ten (10) years for the purpose of paying all legal obligations hereunder, and such obligations shall include but not be limited to, all payments required to be established for the purpose of paying **claims**, and any other legal obligations incurred by the **Board** pursuant to this Agreement. At the end of such period of up to ten (10) years, the **Board** or its designee shall make no more payments in connection with **claims** which arose while the Agreement was in effect and any such liability shall revert to the individual **parties** to this Agreement. In lieu of liabilities reverting to the individual parties, the Board may, at

its discretion, arrange for the transfer of such liabilities through the purchase of commercial insurance.

B. Distribution of Assets: Upon termination of this Agreement, all assets remaining after the establishment of the reserve accounts shall be distributed to the then current **parties** to this Agreement in proportion to each **party's** cumulative **contributions** relative to the cumulative **contributions** of all **parties.**

XI. LIABILITIES

A. **Claims** Indemnification and Hold Harmless: Each **party** to this Agreement shall be liable for its *pro rata* share of all of the debts and liabilities of the **parties** hereto for **claims**. A **party's** *pro rata* share shall be determined by such **party's** cumulative contributions and assessments relative to the cumulative contributions and assessments of all **parties** to this Agreement. To achieve such purpose, each **party** hereby indemnifies and holds harmless the other **parties** for any loss, cost, or expense that may be imposed upon such other **party** in excess of such *pro rata* liability. The rules for interpreting indemnity agreements as set out in Civil Code Section 2778 are hereby expressly made a part of this Agreement.

B. Other Debts, Liabilities and Obligations: Except as otherwise provided in paragraph A of this Section, the debts, liabilities and obligations incurred in the administration of this Agreement shall not constitute any debt, liability or obligation of any of the individual **parties** to this Agreement, and the **Board** as administrator of this Agreement may insure all or any part of any liability incurred by it hereunder. The cost of such insurance shall be an administrative expense of the **Board** and it shall be expended from the appropriate **funds** in the same manner as other administrative expenses.

XII. AMENDMENTS TO THIS AGREEMENT

A. Any amendment to this Agreement shall require that once a majority of the **parties** to the Agreement have voted on a proposed amendment properly approved by the SELF **Board**, approval by two-thirds (2/3) of the voting **parties** shall be sufficient to enact the proposal. As to amendments to this Agreement, a **party** may cast an individual vote or a joint powers agency whose members are **parties** to this Agreement may cast the votes on behalf of all of its members, so long as the joint powers agency and its members have expressly so agreed, in writing.

B. Proposed Amendments: Any **party** to this Agreement may at any time propose amendments to this Agreement. Any proposed amendment shall first be submitted to the **Board** for study and recommendation. The **Board** shall have a reasonable time within which to make such study and to submit its recommendations to the **parties**. Recommendation for adoption of an amendment shall occur at a meeting wherein two-thirds (2/3) of the **members** are present and at least three-fourths (3/4) of such **members**

vote for adoption. A copy of the proposed amendment, together with the **Board's** report and recommendation, shall be sent to all **parties** for action by their governing bodies either approving or rejecting the amendment. If the proposed amendment does not receive approval by vote of the **Board**, no further action shall be required.

C. Action on a Proposed Amendment: When the **Board** submits to the **parties** a proposed amendment for action, the **Board** shall specify thereon the deadline for action by the **party** or **parties**. Within the deadline specified, each **party** shall consider the proposed amendment and take action, either approving or rejecting it, and a copy of such action shall be filed with the **Board**. Responses must be post-marked on or before the deadline, in order to be counted. In the event fifty per cent (50%) of the parties have not responded by the deadline, the **Board** may, at its discretion, extend the deadline.

D. Effective Date of Amendment: Unless otherwise stated in the amendment, the effective date of any amendment shall be on July 1 following its adoption.

XIII. TORT LIABILITY

Section 895.2 of the Government Code imposes certain tort liability jointly upon public entities solely by reason of such entities being **parties** to an agreement as defined in Section 895 of said Code. Therefore, the **parties** hereto, as between themselves, pursuant to the authorization contained in Sections 895.4 and 895.6 of the Government Code, each assumes the full liability imposed upon it or any of its officers, agents, or employees by law for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement, to the same extent that such liability would be imposed in the absence of Section 895.2 of the Government Code. To achieve this purpose, each **party** hereby agrees to indemnify and hold harmless the other **parties** for any loss, cost or expense that may be imposed upon such other **parties** solely by virtue of Section 895.2 of the Government Code.

XIV. NOTICE AND SERVICE THEREOF

Any notice given pursuant to this Agreement shall be in writing and shall be dated and signed by the party giving, and duly authorized to give, such notice. Notices to SELF shall be delivered to SELF's principal place of business, which is currently 1531 "I" Street, Suite 300, Sacramento, California 95814.

XV. SEVERABILITY

Should any portion, term, condition, or provision of this Agreement be determined by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the remaining portions, terms, conditions, and provisions shall not be affected thereby.

XVI. MISCELLANEOUS

A. The section headings herein are for convenience only and are not to be construed as modifying or governing the language in the section to which they refer.

B. Whenever in this Agreement any consent or approval is required, the same shall not be unreasonably withheld.

C. By execution of this Agreement the executing **party** certifies that it has read the currently adopted **Bylaws**, and agrees to comply therewith and with future **Bylaws** as approved by the **Board** in the exercise of its powers under this Agreement.

XVII. EFFECTIVE DATE

This amended Agreement will become effective immediately upon its adoption by two-thirds (2/3) of the **parties** voting thereon, as more specifically set forth in Section XII, Paragraph A., *supra.*

IN WITNESS WHEREOF, each of the **parties** hereto has caused this **JOINT POWERS AGREEMENT** to be executed as an original counterpart by its duly authorized representative on the date indicated below.

Date:_____

Name of Public Educational Agency: _____

Address: _____

City, State: _____ **Zip Code:** _____

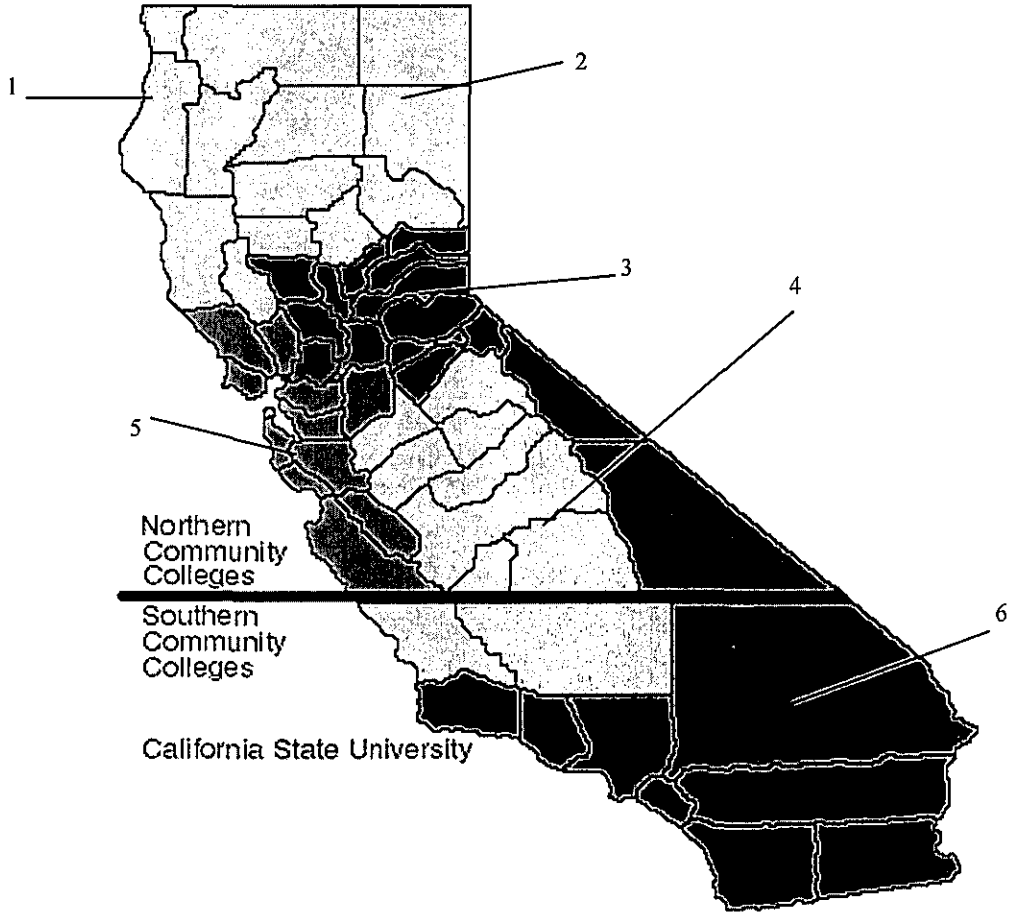
Telephone Number: _____ **Facsimile Number:** _____

School District Number: _____

By: _____

SCHOOLS EXCESS LIABILITY FUND
APPENDIX I

AREA DESIGNATIONS



COUNTIES BY SELF AREA

DEL NORTE	1	ALPINE	3	FRESNO	4	ALAMEDA	5	IMPERIAL	6
HUMBOLDT	1	AMADOR	3	KERN	4	CONTRA COSTA	5	INYO	6
LAKE	1	CALAVERAS	3	KINGS	4	MARIN	5	LOS ANGELES	6
MENDOCINO	1	COLUSA	3	MADERA	4	MONTEREY	5	ORANGE	6
BUTTE	2	EL DORADO	3	MARIPOSA	4	NAPA	5	RIVERSIDE	6
GLENN	2	MONO	3	MERCED	4	SAN BENITO	5	SAN BERNARDINO	6
LASSEN	2	NEVADA	3	SAN LUIS OBISPO	4	SAN FRANCISCO	5	SAN DIEGO	6
MODOC	2	PLACER	3	STANISLAUS	4	SAN JOAQUIN	5	SANTA BARBARA	6
PLUMAS	2	SACRAMENTO	3	TULARE	4	SAN MATEO	5	VENTURA	6
SHASTA	2	SIERRA	3	TUOLOUMNE	4	SANTA CLARA	5		
SISKIYOU	2	SOLANO	3			SANTA CRUZ	5		
TEHAMA	2	SUTTER	3			SONOMA	5		
TRINITY	2	YOLO	3						
		YUBA	3						

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Review and Action
Agenda Item Title:	K-8 Mathematics Materials Recommendation
Estimated Time:	5 minutes
Person Responsible:	Cathy Baur: Assistant Superintendent of Educational Services Tara Vikjord: Educational Services Coordinator

Background:

The District Math Task Force has completed the process of reviewing and piloting math materials for adoption and implementation beginning in 2015-16 school year. The Task Force included teachers, coaches, and administrators from all school sites. The team met on multiple occasions during the 2014-15 school year and recommends adoption of Eureka Math beginning in 2015-16.

Fiscal Implication:

$500,000 has been budgeted out of Common Core state funding.

Recommended Action:

That the Board approve the adoption of Eureka Math as the new math curriculum beginning in 2015-16.

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Review and Action
Agenda Item Title:	Agreement for Employment of Superintendent
Estimated Time:	20 minutes
Person Responsible:	Chris Chiang, Board President

Background:

The Board has extended a proposed Employment Agreement for a new Superintendent. At the time of printing this agenda, the Agreement has not been accepted or finalized. If acceptance occurs prior to the Board meeting, the final Agreement will be available at the Board meeting and the Board may take action to approve the Agreement under this agenda item.

Fiscal Implication:

To be determined.

Recommended Action:

That the Board approve the Agreement for Employment of the Superintendent, as presented.

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category: Review and Discussion

Agenda Item Title: Whisman/Slater Area Neighborhood – Proposal to Reopen Slater

Estimated Time: 20 minutes

Person Responsible:

Background:

A member of the community has asked to have the opportunity to present to the Board regarding a proposal to reopen Slater.

Proposal:
Postpone all decisions (including re-zoning boundaries/ re-opening schools) until the new Superintendent is in place and up to speed. We need long term solutions, not short term "temporary" ones which disrupt our schools and divide our neighborhoods even further.

Additionally, much discussion has been around some misconceptions which should be cleared up before a final decision is made.

To Be Clear:

- **Demographic Data are unreliable** - erroneous assumptions in the forecasts led to unreliable data for the BATF to work with.
- **We have enough money to reopen a school.**
- **Anticipated good from changing the boundaries is grossly overestimated** - changing the boundaries at this point in time will cause more harm than good.

Demographic Study

- **Major flaws with the Demographic Data...**
  - Inconsistencies between student population & enrollment forecasts: Student population is forecasted to increase, yet student enrollment is forecasted to decline.
  - Inconsistencies between kindergarten-to-birth model and K-enrollment: Kindergarten to birth ratios are steadily increasing, and yet enrollment is forecasted to decline.
- **...contributing to flaws in the BATF analysis**
  - Unreliable enrollment forecasts do not justify opening a 9th school
  - Student resident data was improperly used as enrollment data - 149 Huff A student residents were assumed to be enrolled in Huff, when in actuality, only 69 Huff A student residents are enrolled in Huff.
  - New schools generate new students (past new schools all generated significant new enrollments per page 14 of demographic report), which is not taken into account.

Finances

- President Chiang confirmed in the 5/21/15 Board Meeting **there is enough money** to open a school in our neighborhood
- We have ~$148MM in **Measure G bond funds**, which is within range of estimates to renovate all 8 schools plus reopen a ninth school.
- **More money is coming -**
    - Property values increased 18.7% in the last year and will continue to rise due to housing shortage; home sales are on the rise
    - Our neighborhood is growing - 506 new single family homes planned, some already under construction (110 additional new homes from last years numbers), and 870 more rental units
    - School revenue from new home sales **in Whisman/Slater alone** will contribute an estimated **$3,946,800 more in revenue** to MVWSD (based on median Mountain View home value of $1.2 million, tax rate = 1.25% sale value, and 0.52 cents on tax dollar to schools)
    - Talk of new Bond measure already underway

Boundary Changes

- A neighborhood survey shows that Huff-A residents plan to **opt out of Theuerkauf**
    - Of 64 responses, only 4 were considering Theuerkauf as an option, while 33 are considering private school.
- **It will not solve Huff's overcrowding,** as it won't really decrease Huff enrollment by 149 as per the BATF Analysis. There are 149 Huff A students in the MVWSD, but only 69 are enrolled at Huff. The BATF analysis also did not consider the students who will continue to be grandfathered in to Huff (current & future siblings). This means that the number of students moving out of Huff as a result of the boundary change will be significantly smaller than even 69, much less 149.
- Disrupting the boundaries now will just cause **further hardships to Whisman/Slater** (further dividing neighborhood children) while there are still no plans to bring a neighborhood school to an area with significant growth.

Planning for the Future

- MVWSD motto says "Education for the World Ahead"
- In the survey results, a neighborhood STEM school brings the public option up to about 88%
    - Our neighborhood is energized and is actively pursuing this option to prepare our kids for the World Ahead.

Fiscal Implication:

Unknown

Recommended Action:

No action required.

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category: Review and Discussion

Agenda Item Title: Schematic Design Castro

Estimated Time: 30 minutes

Person Responsible: Terese McNamee, Chief Business Officer

Background:

The design work for the Castro Elementary School was created with considerable input by faculty, staff, community members and construction managers (CM). For each meeting the architects provided drawings and other information for review and input. After each meeting, the design work was revised to incorporate input that culminated into the drawings and renderings presented to the Board of Trustees. This design work reflects the considered opinion of those who attended the numerous meetings. Once approved the design team will continue to work with stakeholders to refine the schools' design including teacher and staff meetings to refine classrooms and other spaces. The summary of design meetings includes:

- Six "Core Committee" meetings with principals, district staff and Construction Manager
- Two CSPC meetings
- Two faculty meeting
- One evening community meeting
- One District Facilities Committee (DFC)

The renovation, new construction and site development for the campus provides separate facilities for the Traditional School located in new facilities to the east, and the Dual Immersion School located in new and renovated buildings on the west. Both schools have easy access to common facilities including a new multi-use building, new library and renovated playground space. The goal is to provide clear identity and sense of entry for each school, while also providing a connection through the shared facilities. Below is a general description of the campus:

Dual Immersion School: This school occupies approximately 29,300 square feet of renovated existing buildings, 2,900 square feet of new kindergarten classrooms, and two-existing southern portables for flex classrooms for a total area of 34,120 square feet. The entry drop-off and parking has been significantly renovated to provide safer and longer drop-off that is separated from a new visitor parking lot of approximately 15 cars. Staff parking remains on the northeastern parking lot, but is made safer by a low fence from the Escuela Avenue (combined there are 39 staff and visitor parking spaces). The current multi-use building is renovated into two kindergarten classrooms with an addition of two more kindergarten rooms to create an easily accessible kindergarten wing with new play equipment under the shade of existing trees. The

current library is converted into two flex classrooms with outdoor learning areas to the east. The existing administration is renovated to better support the school's programs and improved sense of entry. The existing classrooms are renovated to support collaboration including connecting folding walls between pairs of classrooms and sliding glass doors to new outdoor learning areas in the spaces between the existing wings. The classroom modernizations, along with improved technology, create adaptable teaching environments for 21st century leaning including supporting collaboration between teachers and students.

Traditional School: This school provides 29,100 square feet of new two-story construction and four reused portables for a total area of 32,950 square feet. The current undersized drop-off is more than doubled in length, while also improving student safety by separating drop-off from parking. The parking is enlarged from 11 spaces to 44 staff and visitor spaces. The new buildings provide a clear entry with entry gate and administration located to easily supervise the campus entry. The administration building is centrally located and provides separate public and student entries, while providing required rooms including specialists' offices and faculty spaces. Like the Dual Immersion School, new classroom wings are provided with connecting classrooms and large sliding glass doors to conveniently located outdoor learning areas. Collaboration by students and teachers is easily accommodated in these flexible classrooms. The school is easy to move about it including a number of stairs and elevator to the second level classrooms including second level terraces. The kindergarten building is organized around its play area and is located for easy parent access.

Shared Facilities: The new multi-use building is sized for indoor sports such as basketball and volleyball, lunch seating for 385 or many more in chairs or on the floor facing the raised stage. A lobby with access to toilet rooms provides a good buffer into the multi-use building and the kitchen is located for convenient food service and deliveries from the north access road. Opposite the shared multi-use building with a radial courtyard is the library that is designed to accommodate up to two groups of students and flexible furniture and bookcase locations. The library provides librarian support spaces, a conference room and access to outside areas including shaded courtyard on the east and west. Lastly, the shared facilities provide two play equipment areas with age-appropriate equipment, outdoor gathering areas with shade structures, and improved blacktop area

Timeline:

Construction is expected to begin summer of 2016 on the Traditional Program. Currently, both schools are finalizing site plans and developing schematic designs. They anticipate beginning design development during summer of 2015 and seeking Board approval for phase 1 of design in fall of 2015. There is a clear sequencing of projects to allow for heavy construction during the summers of 2016 and 2017.

Key Dates for Community Engagement

May 28	Meeting to Discuss Site Plans
June 4	Board Meeting to Discuss Site Plans
June 18	Board Meeting to Approve Site Plans

August 2015	PTA Discussions to Review Designs
September 2015	Community Meeting to Review Designs
October 2015	Board Meeting to Review Designs
November 2015	Board Meeting to Approve Designs

Fiscal Impact:

These facilities are being funded with proceeds from Measure G General Obligations Bonds. The total budget for both projects is $43,000,000.

Recommended Action:

This item is for discussion at this meeting. On June 18, it will be recommended that the Board of Trustees approve the site plans for Castro DI and Castro Traditional and Castro Elementary School Projects.

QUATTROCCHI KWOK ARCHITECTS

CASTRO ELEMENTARY SCHOOL SITE

TRADITIONAL SCHOOL
DUAL IMMERSION SCHOOL

BOARD PRESENTATION

04 JUNE 2015

Mountain View Whisman School District

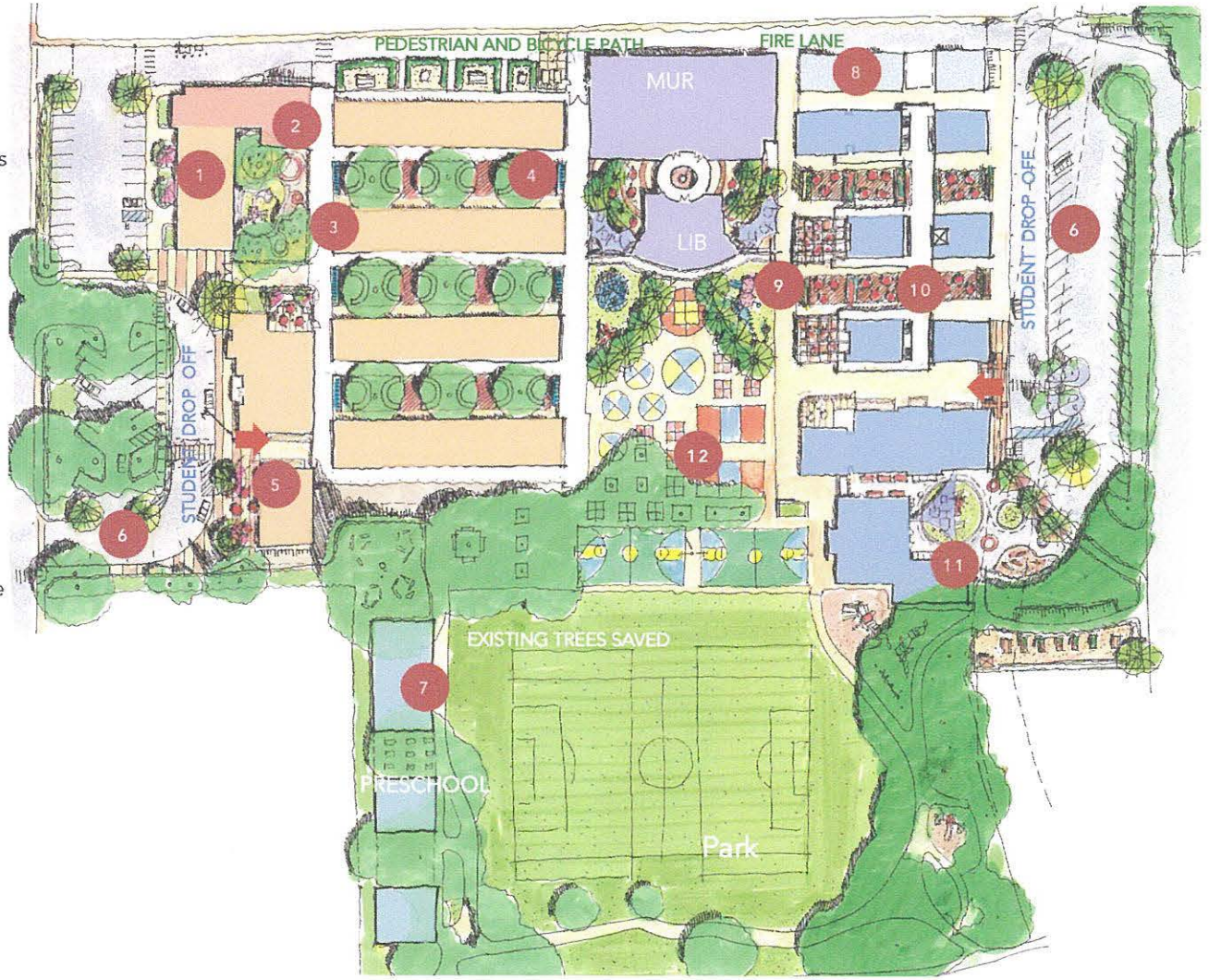
Education for the World Ahead

PROJECT UNDERSTANDING

- 450 students per school
- Creation of a distinct identity for each school
- Modernization and improvements to existing elementary school buildings
- New construction for a second school
- New shared facilities to serve both schools
- Increasing overall school capacity and quality of facilities

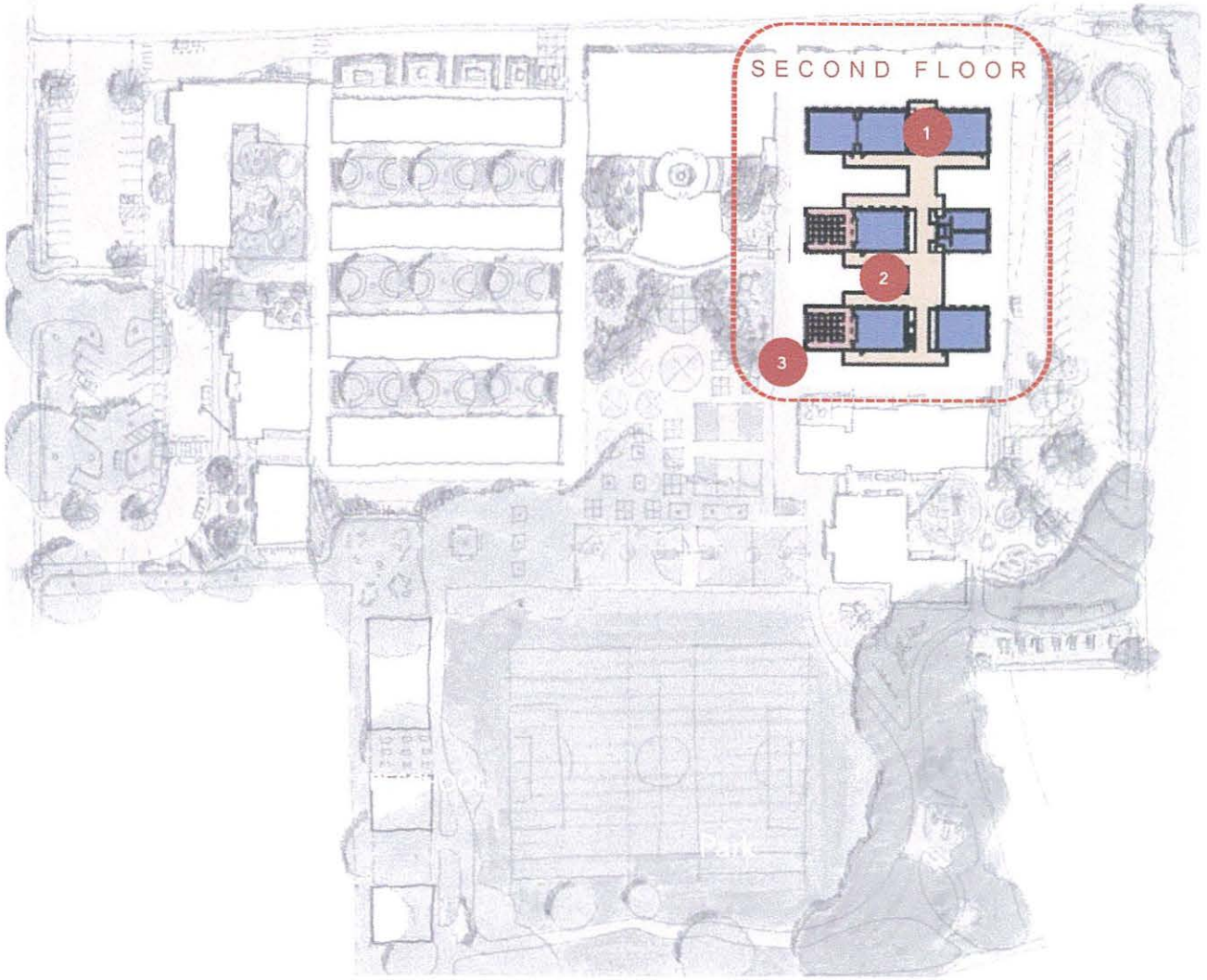
PROPOSED

1. MUR Repurposed: 2 Kindergarten Classrooms
2. New 2 Kindergarten Classrooms
3. Existing Classrooms opened up
4. Classroom Courtyard
5. Library becomes Flex Spaces
6. Parking and Drop off reconfigured
7. Existing portable classrooms to Flex Space
8. Additional portable classrooms for Flex Space
9. 2-Story Classroom Building
10. Classroom Building Courtyard
11. Kindergarten with Play Area
12. Playground



PROPOSED

1. Second-story Classrooms
2. Covered Walkways
3. Terraces for Outdoor Learning

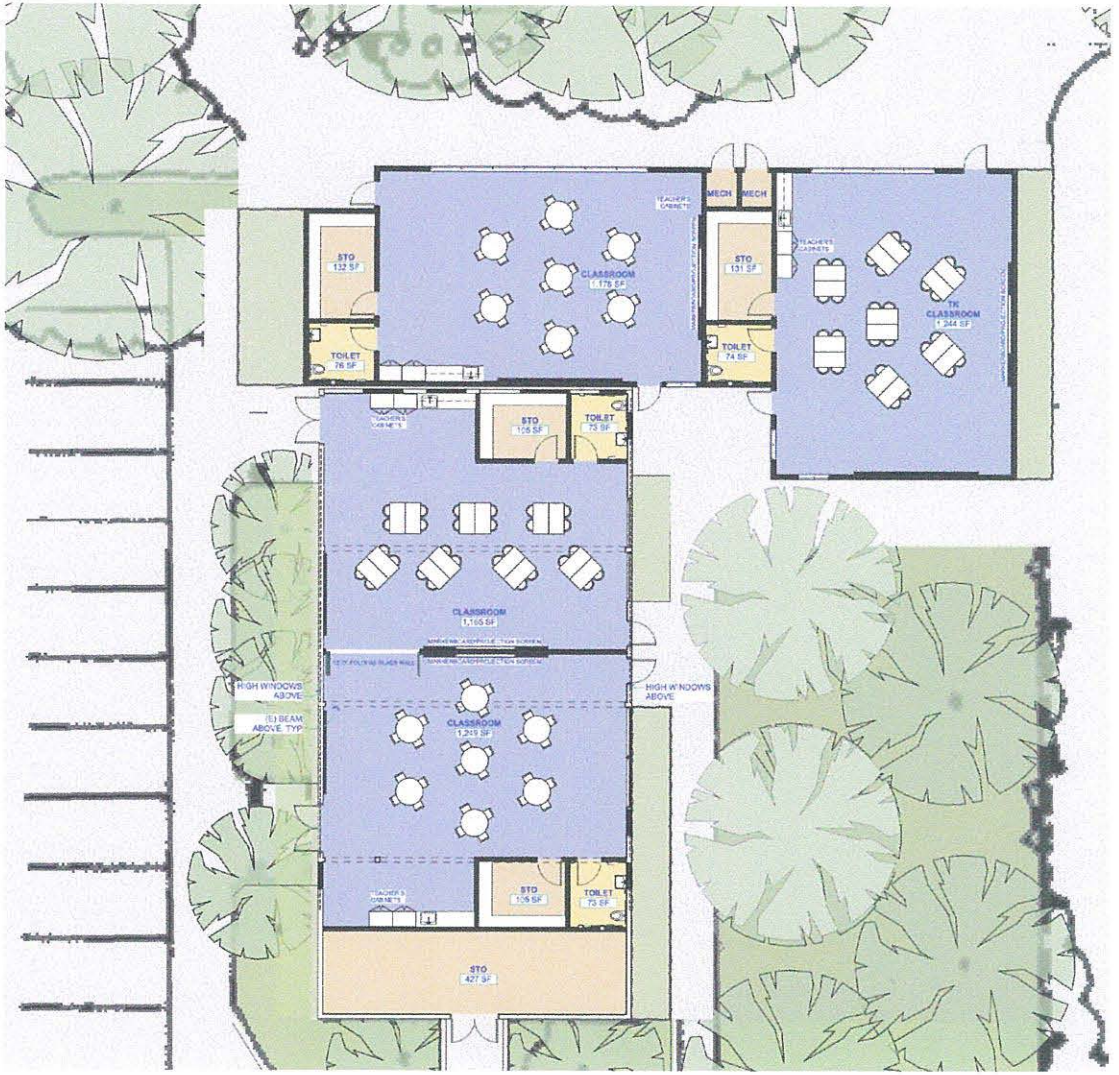


SITE LANDSCAPE, COURTYARDS, & PLAY GROUNDS

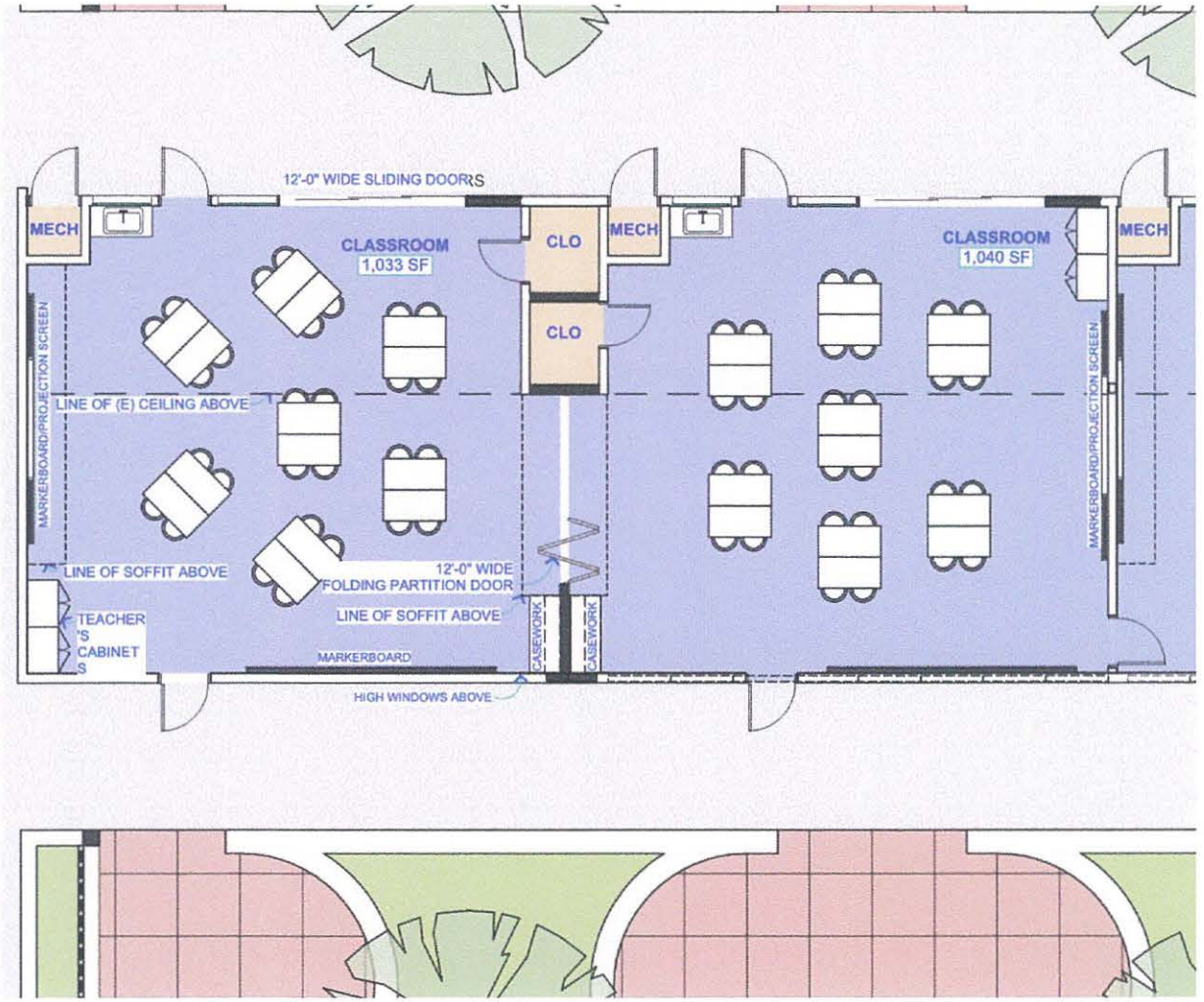
WEST CAMPUS

DUAL IMMERSION

EXISTING MULTI-USE ROOM REPURPOSED TO KINDERGARTENS

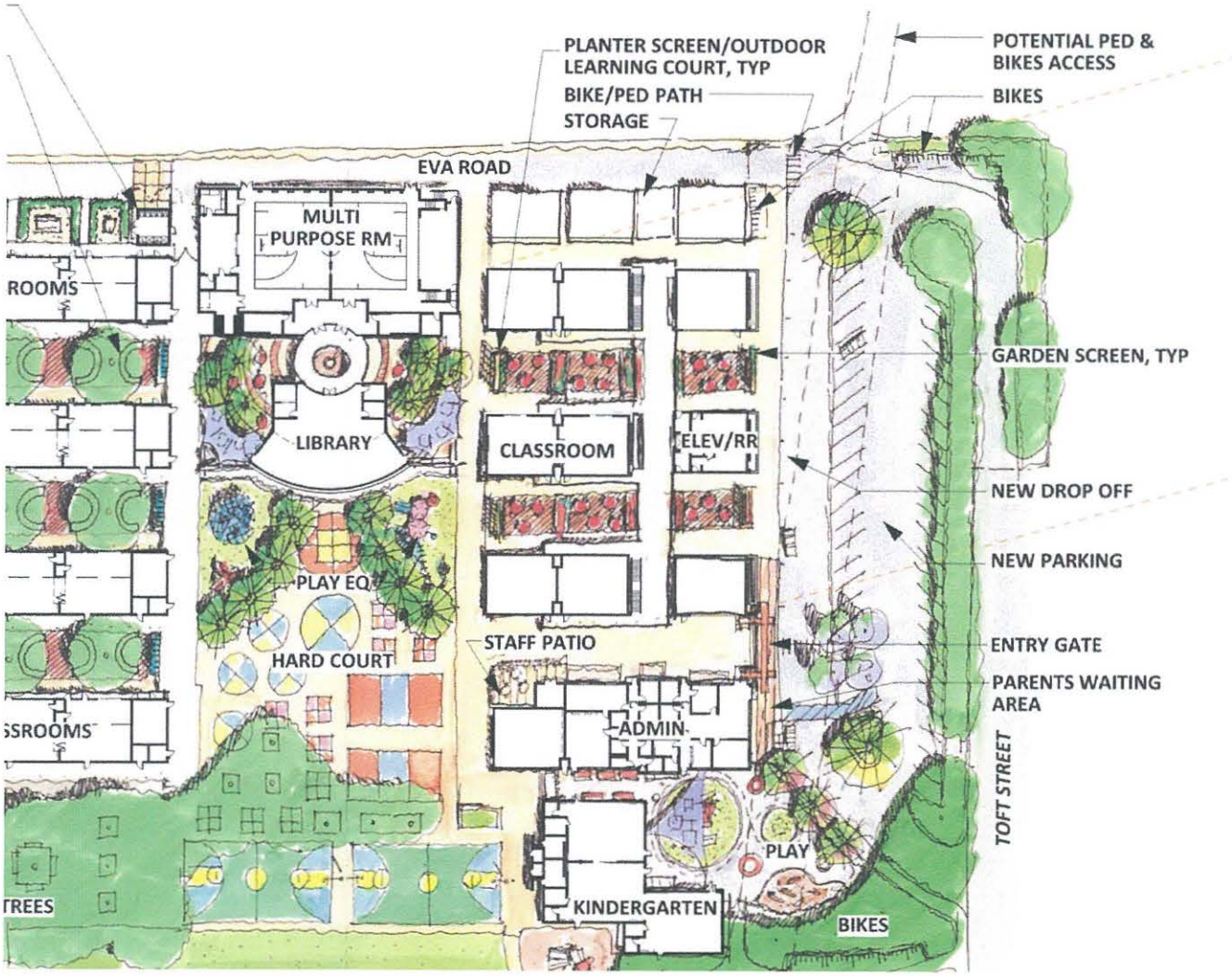


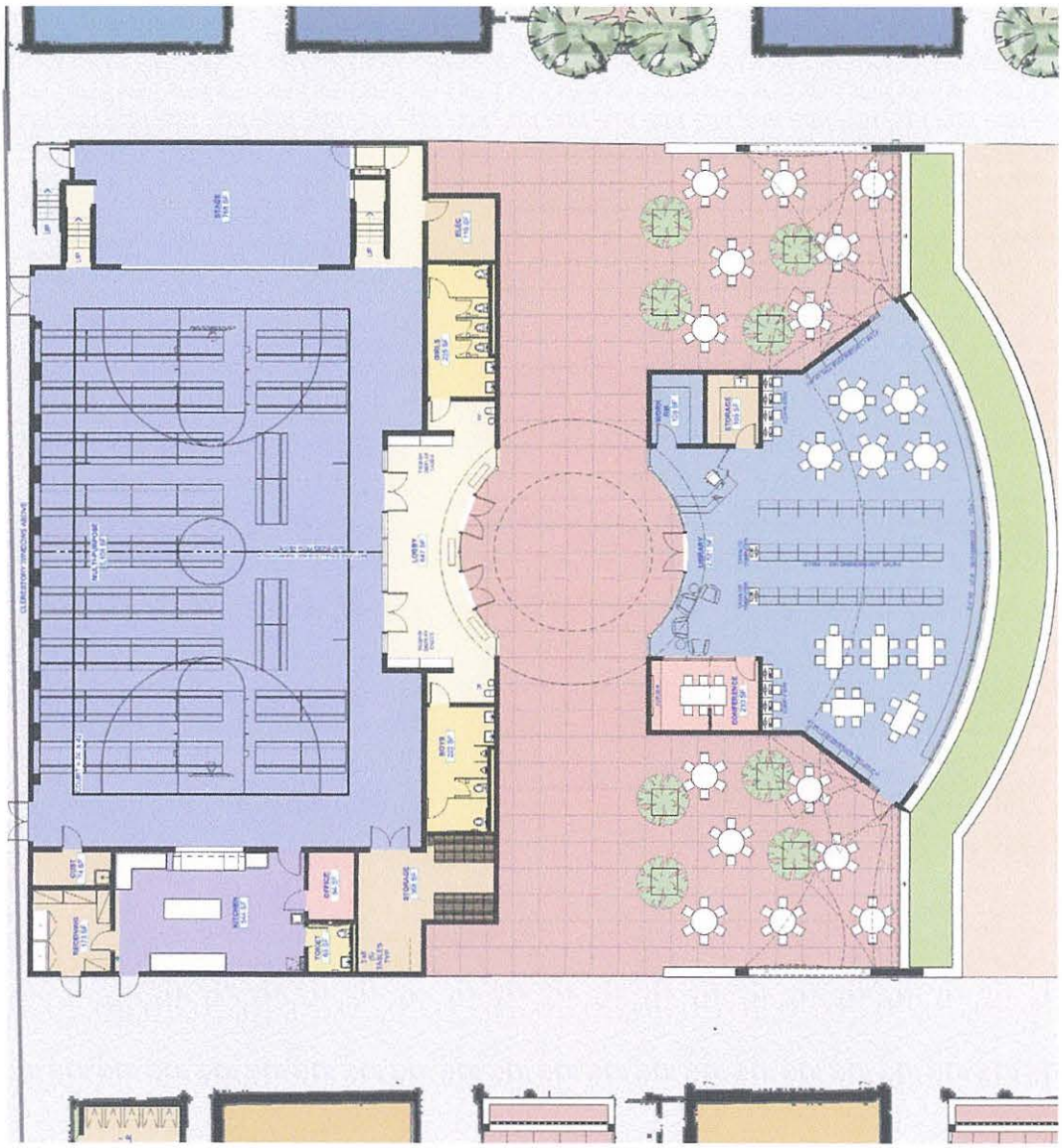
EXISTING CLASSROOM WING



CENTER CAMPUS

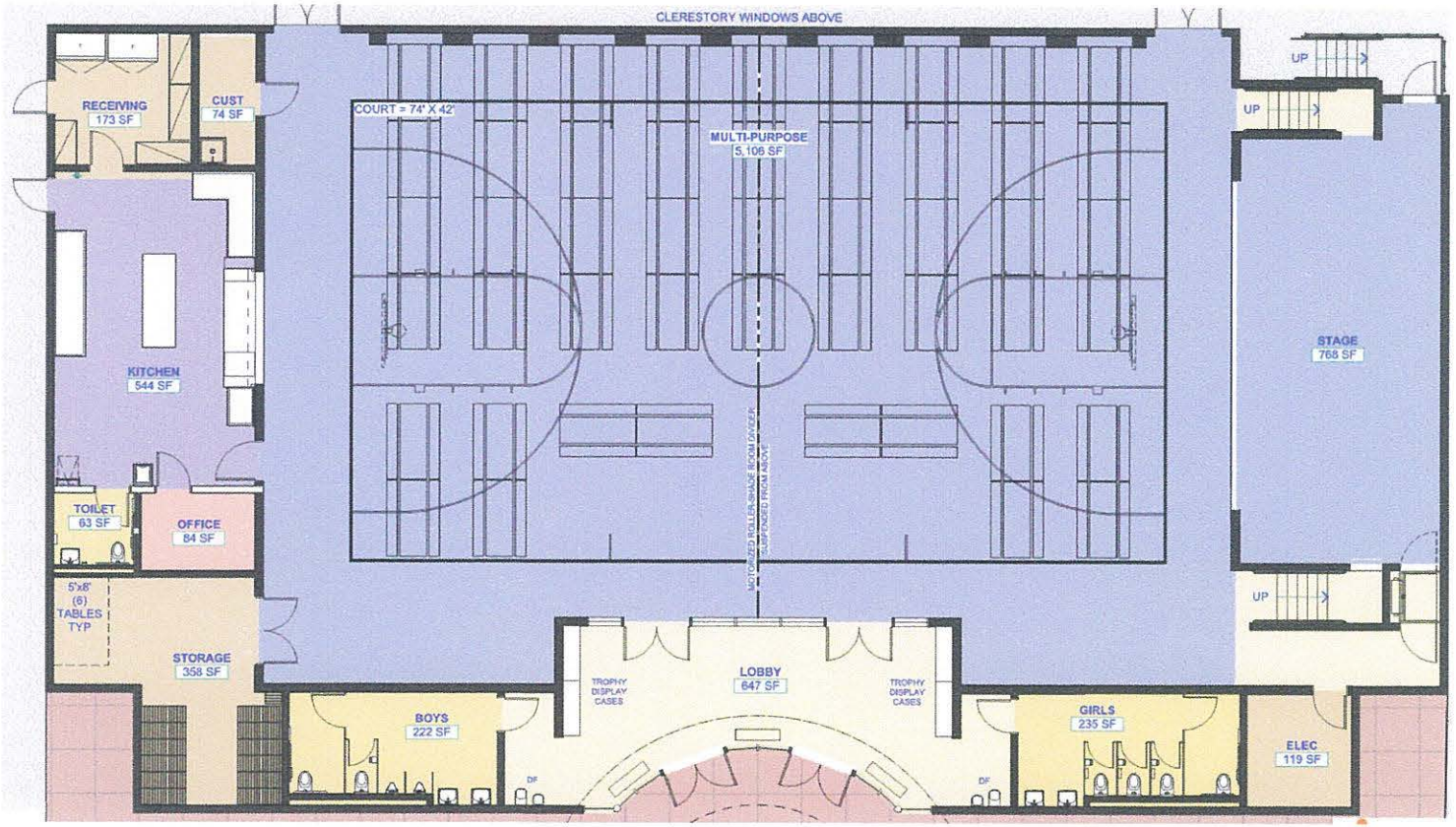
SHARED FACILITIES

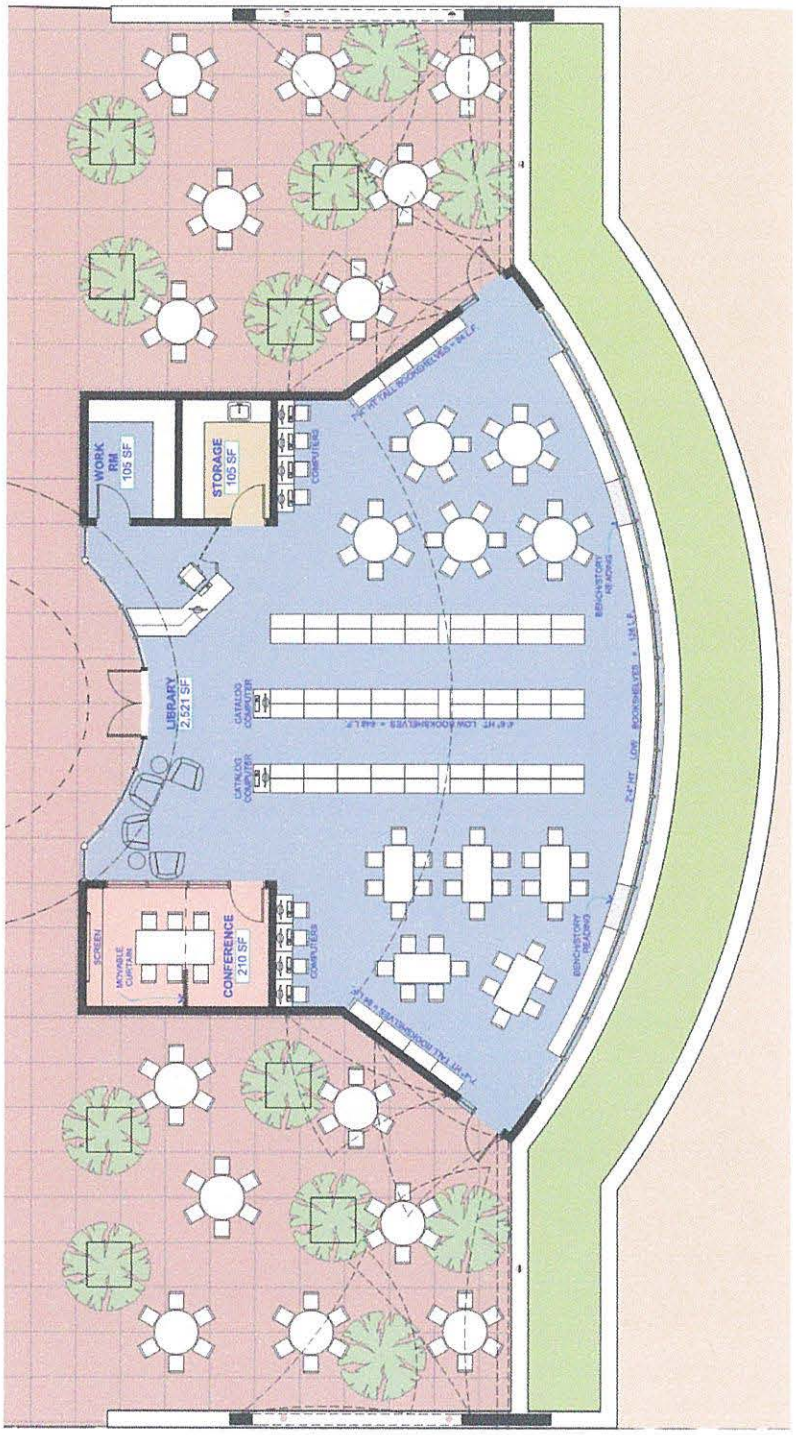




MULTI-USE BUILDING & LIBRARY

MULTI-USE BUILDING

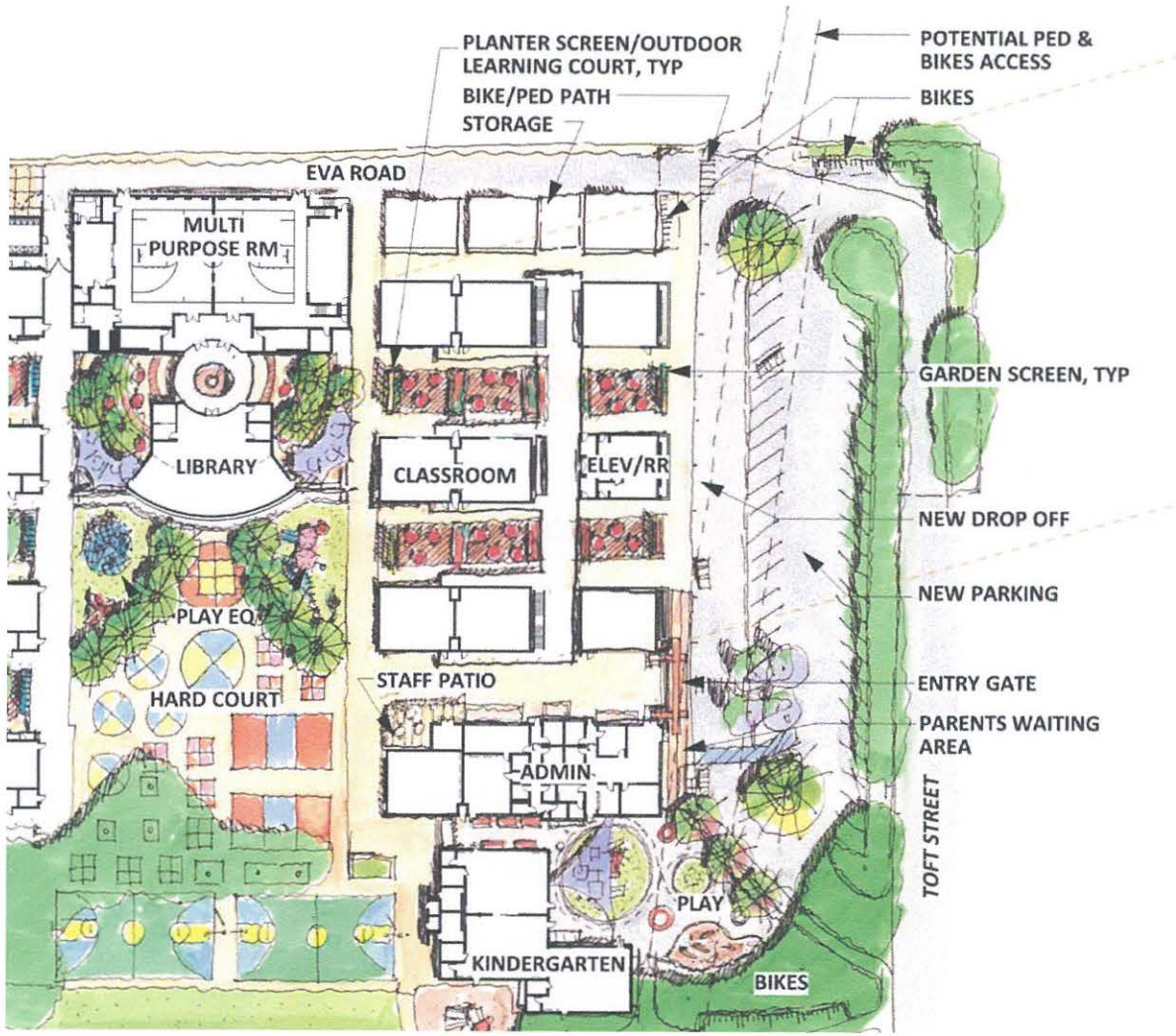



WORK RM
105 SF
STORAGE
105 SF
COMPUTERS
LIBRARY
2,521 SF
CATALOG COMPUTER
CATALOG COMPUTER
CONFERENCE
210 SF
SCREEN
MOVABLE CURTAIN
COMPUTERS

LIBRARY

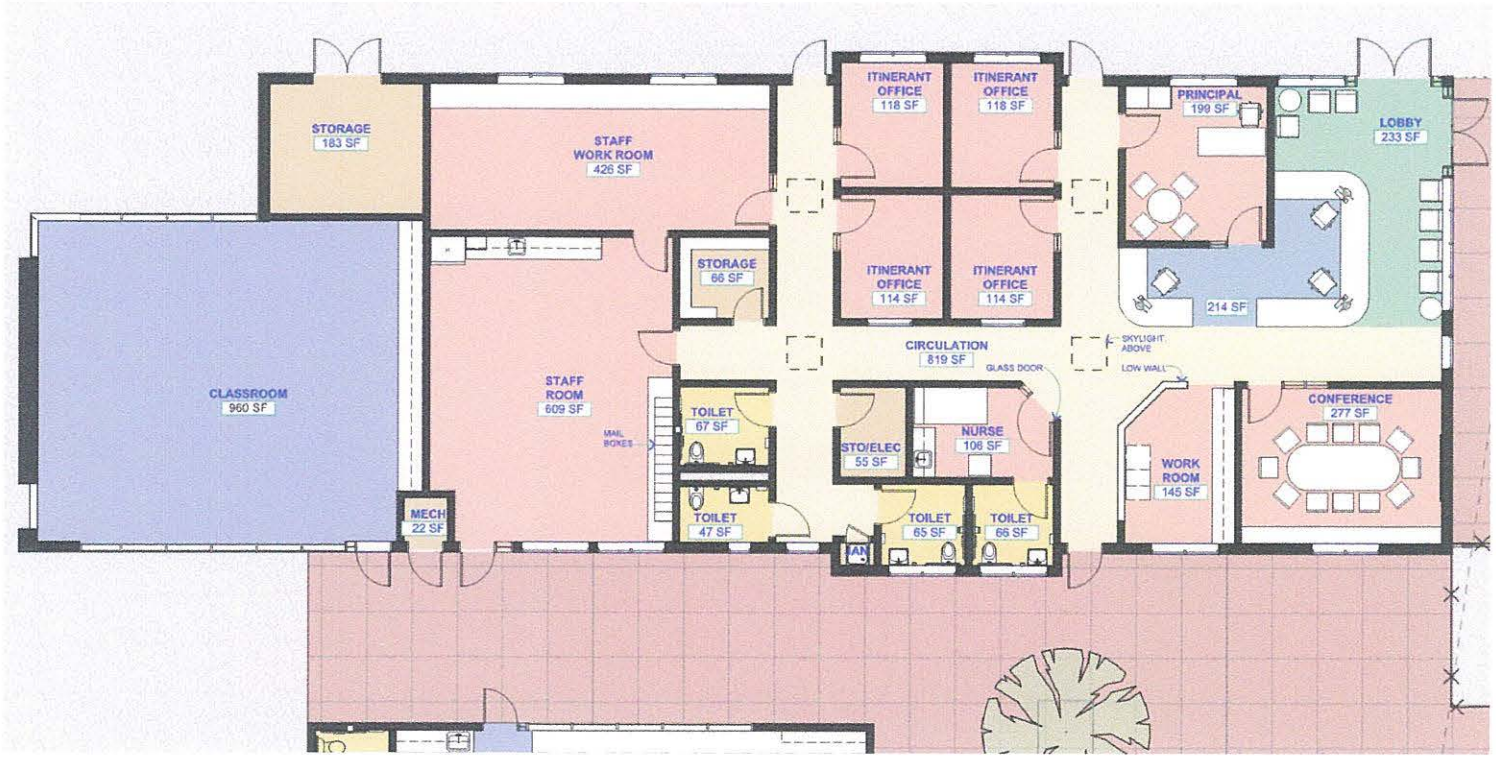
EAST CAMPUS

TRADITIONAL

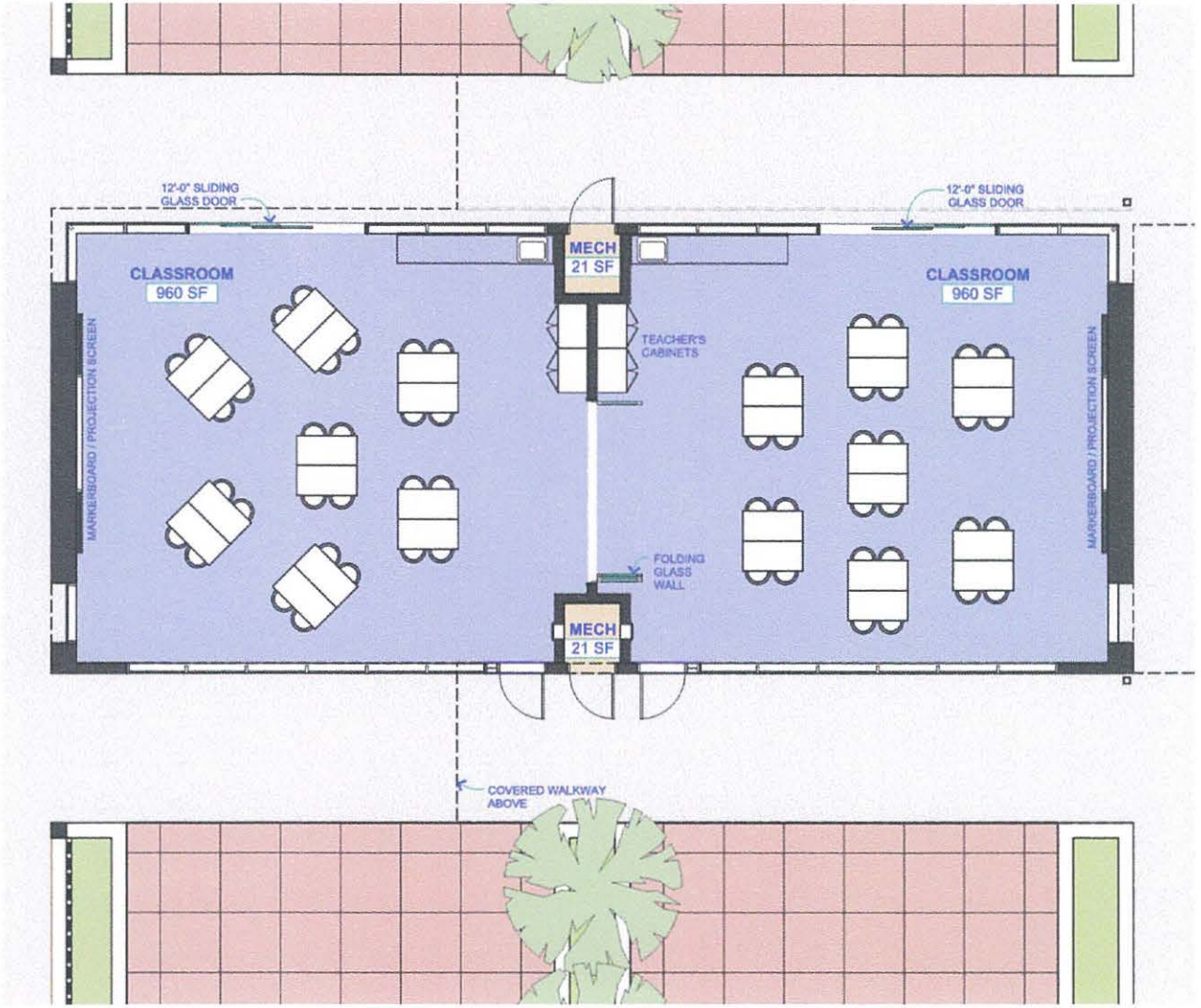


NEW ADMINISTRATION& KINDERGARTEN

NEW ADMINISTRATION



TYPICAL NEW CLASSROOM



NEW TRASH ENCLOSURE
LEARNING COURT/ CURVED BENCH/PAVERS/GARDEN SCREEN
FUTURE STUDY GARDEN
NEW SIDE WALK
BIKES
PLANTER SCREEN/OUTDOOR LEARNING COURT, TYP
BIKE/PED PATH
STORAGE
POTENTIAL PED & BIKES ACCESS
BIKES
EVA ROAD
ESCUELA AVENUE
NEW KINDERGARTEN
CLASSROOMS
MULTI PURPOSE RM
CONVERT MUR TO KINDERGARTEN
STAFF PARKING
STAFF PATIO
(E) TREES, TYP
LIBRARY
CLASSROOM
ELEV/RR
GARDEN SCREEN, TYP
NEW DROP OFF
NEW PARKING
PLAY EQ
HARD COURT
NEW PARENT/VISITOR PARKING
ADMIN
STAFF PATIO
ENTRY GATE
PARENTS WAITING AREA
CLASSROOMS
ADMIN
ENTRY GATE
CONVERT LIBRARY TO 2-FLEX ROOMS
TOFT STREET
PLAY
(E) TREES
KINDERGARTEN
BIKES
NEW DROP OFF
BIKES
PARENTS WAITING AREA
RELOCATED PLAY AREA
PRE-SCHOOL
POSSIBLE GARDEN
OUTDOOR NATURE STUDY AREA
PARK/PLAYFIELDS
EASEMENT

SITE CONCEPTS

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Review and Discussion
Agenda Item Title:	Local Control Accountability Plan
Estimated Time:	15 minutes
Person Responsible:	Terese McNamee, Chief Business Officer Cathy Baur, Assistant Superintendent of Educational Services Phyllis Rodgers, Assistant Superintendent of English Learner Programs and Parent Engagement Tara Vikjord, Educational Services Coordinator

Background:

District administration is presenting the Local Control Accountability Plan (LCAP) for review and public hearing.

The 2013–14 budget package replaced the previous K–12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

As part of the LCFF, school districts, County Offices of Education, and charter schools are required to develop, adopt, and annually update a three-year LCAP, using a template adopted by the California State Board of Education (SBE). The LCAP template has been revised for 2014-15 into the following:

Three year LCAP which includes three sections:

- Stakeholder engagement
- Goals, actions, expenditures and progress indicators
- Use of supplemental and concentration grant funds and proportionality

Annual Update which includes

- A review of progress for each goal for school year coming to a close
- Assessment of effectiveness of actions/services
- Description of changes to LCAP

Use of the state approved template is still required for approval by the Santa Clara County Office of Education

The LCAP must continue to address the following state priorities and must include opportunities for stakeholder engagement and input:

- Comply with the Williams Criteria – instructional materials, teacher assignments/credentials, facilities

- Implement SBE adopted academic content standards including programs and services for ELs to access the Common Core State Standards (CCSS) and English Language Development (ELD) standards
- Involve parents both at a District level and at all schools
- Continued Pupil Achievement – statewide assessments, Academic Performance Indicator (API), and English Learner (EL) progress toward proficiency
- Focus on pupil engagement – attendance, dropout and graduation rates
- Focus on school climate – suspension and expulsion rates
- Provide access to a broad course of study in specified subject areas for all students and including subgroups and students with special needs
- Focus on pupil outcomes in specified subject areas

Based on feedback from stakeholders and the District Board or Trustees, the District made significant changes to our input and involvement process for both the revision of the 2015-16 LCAP and for the development of the 2014-15 Annual Update. In addition to District lead meetings for advisory groups, District staff led update and input meetings for all teachers and classified staff and administered a parent and student survey. In addition, all site administrators led meetings at designated School Site Council, English Learner Advisory Committee, and/or PTA meetings. All materials were available in English and Spanish and Spanish translation was provided when necessary. All input was gathered and recorded in Google Documents by meeting group and date. These changes allowed the District to better explain the LCAP and budget as well as gather more input to use to write the annual update and revise the LCAP for 2015-16. The input collected from meetings and surveys have been available on the District website - http://www.mvwsd.org/community-page/lcff-lcap since May 18, 2015.

A draft of the LCAP was posted on the District website Friday, May 18th with a link to a google form for stakeholder input. The draft LCAP was also presented to the following advisory groups for input, feedback, and comments:

- District Advisory Council (DAC): May 19th
- District English Learner Advisory Committee (DELAC): May 20th

All comments and questions were recorded and responded to in writing. Written responses were posted on the District website on Friday, May 22 and sent to the advisory groups.

On Thursday, May 21st a draft of the LCAP and supporting information was presented to the District Board of Trustees for input and feedback.

Fiscal Implication: None.

Recommended Action: No action required.

Update of the Local Control Accountability Plan
for
The MVWSD Board of Trustees
June 4, 2015

Terese McNamee: Chief Business Officer
Cathy Baur: Assistant Superintendent of Educational Services
Phyllis Rodgers: Assistant Superintendent of English Learner Programs and Parent Engagement
Tara Vikjord: Educational Services Coordinator

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Outcomes

- Provide an update on the Local Control Accountability Plan (LCAP) and process
- Hold a public hearing to solicit additional feedback on the LCAP prior to request for approval
- Outline next steps
- Questions

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LCAP Process

- **Week of May 18th**
  - A draft of the LCAP and links to all input collected was posted to the District website on May 18th. A link to form was included for stakeholder input
  - A draft of the LCAP was presented to the District Advisory Council (DAC) on May, 19th. Written responses to questions and comments were sent to council members and posted to the District website
  - A draft of the LCAP was presented to the District English Learner Advisory Committee (DELAC) on May 20th. Written responses to questions and comments were sent to committee members and posted to the District website.
  - A draft of the LCAP was presented to the Board of Trustees on May 21st for input and feedback.

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LCAP Process

The District has been working closely with its assigned support staff from Santa Clara County Office of Education (SCCOE) throughout the development of the LCAP and annual update.

- The LCAP and annual update have been reviewed four times.
- After each review District staff worked to incorporate feedback to ensure the LCAP and annual update meet state and local criteria.
- The last review by the SCCOE support staff was on May 22nd
  - Metrics were added for school attendance rates and chronic absenteeism in Goal 4
  - Sections 3A and 3B were revised based on new budget information from the state

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Next Steps

- Hold public hearing tonight, June 4th to solicit further stakeholder input and feedback on goals, actions, and services.
- Share further information on aligning goals with resources during budget presentation tonight, June 4th.
- Participate in one additional review of LCAP with support staff from the SCCOE
- Seek approval of the LCAP by the District Board of Trustees LCAP at the June 18th meeting.

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Questions

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§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Mountain View Whisman School District **Contact: Cathy Baur, Assistant Superintendent of Educational Services** **LCAP Year: 2015-16**

cbaur@mvwsd.org 650-526-3545

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
MVWSD revised the District Site plan template to align with the Local Control Accountability Plan (LCAP) goals. September 23, 2014 – Initial training on template October 28, 2014 – Review of progress on site plans	All site plans will align to the goals in the District Local Control Accountability Plan
Based on feedback from stakeholders and the District Board or Trustees, the Mountain View Whisman District LCAP team made significant changes to our input and involvement process for both the revision of the 2015-16 LCAP and for the development of the 2014-15 Annual Update. In addition to District lead meetings and a district survey, all site administrators led meetings at designated School Site Council, English Learner Advisory Committee, and PTA meetings. All materials were available in English and Spanish and Spanish translation was provided when necessary. All input was gathered and recorded in Google Documents by meeting group and date.	More meetings were scheduled in January - April. The meetings included an overview of the LCAP, overview of the District budget, progress on goals for 2014-15, time for questions, and time for input on priorities for 2015-16. Additional meetings allowed the District to better explain the LCAP and budget as well as gather more input to use to write the annual update and revise the LCAP for 2015-16.
Below is a list of process meetings to review and gather input on process and create plan for Spring 2015 October 21, 2015 – District Advisory Council - Communication December 12, 2015 – District LCAP Team December 19, 2015 – District LCAP Team January 9, 2015 – District LCAP Team January 14, 2015 – District LCAP Team	Improved process to gathering input for revision of LCAP and development of Annual Update
January 22, 2014 – Update to Board of Trustees on LCAP input and revision process	Opportunity for the Board of Trustees to provide input on new process
District led progress update and input process meetings: January 20, 2015 - District Advisory Council January 26, 2015 – District English Learner Advisory Council January 28, 2015 – Monta Loma and Landels Elementary Staff February 4, 2015 – Theuerkauf and Stevenson Elementary Staff February 10, 2015 – District Leadership Team February 25, 2015 – Castro Elementary School Staff March 6, 2015 – Classified Staff at District Office March 11, 2015 – Crittenden and Graham Middle School Staff (morning) March 11, 2015 – Bubb and Huff Elementary School Staff (afternoon) March 18, 2015 – Classified Staff	District led meetings, which included an overview of the LCAP, overview of the District budget, progress on goals for 2014-15, time for questions, and time for stakeholders to provide input on priorities for 2015-16.

Site based progress update and input process meetings: **Bubb Elementary** February 16, 2015 – English Learner Advisory Committee March 9, 2015 – School Site Council March 25, 2015 – Parent Teacher Association **Castro Elementary** April 13, 2015 – School Site Council April 23, 2015 – English Learner Advisory Committee **Crittenden Middle School** March 24, 2015 - School Site Council (SSC) April 4, 2015 – English Learner Advisory Committee (ELAC) **Graham Middle School** March 26, 2015 – School Site Council and Parent Teacher Association March 27, 2015 – English Learner Advisory Council **Huff Elementary** April 28, 2015 – School Site Council (SSC) and Parent Teacher Association (PTA May 6, 2015 – English Learner Advisory Committee **Landels Elementary** March 5, 2015 – School Site Council (SSC) April 15, 2015 – Combined English Learner Advisory Committee (ELAC)/ Parent Teacher Association (PTA) **Monta Loma Elementary** March 10, 2015 – School Site Council (SSC) March 11 and 18 - English Learner Advisory Committee (ELAC) March 13, 2015 – Principal's Coffee **Theuerkauf Elementary** March 19, 2015 – English Learner Advisory Committee (ELAC) **Stevenson Elementary** March 9, 2015 – Combined meeting of English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA)	Addition of site based meetings to allow stakeholders to review progress and provide input with a focus on their specific school site. This increased the amount of input, which facilitated the targeting of actions and services where they are most needed.

Input Review March 31, 2015 - Input collected to date was organized by goal and reviewed at the District Leadership Team meeting. The input was organized into four categories for each goal: 1. What is the input telling us? 2. What actions/services that are in place are valued? 3. What actions/services need to be refined? 4. What new actions/services are desired?	**Some of the actions/services that we are going to continue, based on input, are:** 1. Instructional coaches 2. Professional development 3. Parent education 4. School and Community Engagement Facilitators 5. 21st Century Skills 6. Enrichment including art, music and P.E. 7. Focus on communication **Additional actions/services include:** 1. Hiring a Technology Teacher on Special Assignment 2. Expanding 21st century skills i.e. Project Based Learning and Enrichment activities 3. Increased opportunities for professional development 4. Expansion of parent education opportunities
District Survey Last year the District conducted an open-ended survey to gather initial input to develop District goals, actions, and services for the LCAP. Parents, students, community members, and teachers were all invited to participate. In response to feedback the District revised the survey so that it is a ranked choice format with only one open response item and aligns to the District LCAP goals, actions, and services. In addition, two separate surveys were created – one for parents/community and one for students.	The ranked choice format made it easier to review and present data to stakeholders. Additionally, paper copies of the survey were available for families without internet access to ensure a broader range on responses.
The parent survey was posted on the District LCFF/LCAP webpage in English and Spanish. It was advertised in site newsletters and by auto-dialer in both English and Spanish. Paper copies in English and Spanish were also made available at all school sites and the District office for families without internet access. Teachers will administer the survey to students in grades 4-8 during the school day. April 3rd – 24th – Parent/Community Survey April 15th – 24th – Student Survey	The District received 90 responses in English and 43 responses in Spanish to the Parent/Community Survey. This is a lower number than in spring of 2014. The decline in survey results may be attributed to the increased number of update and input meetings held at school sites. The Data from the survey indicated overall support for the District initiatives in the 2014-15 LCAP. The student survey was given to students in grades 4-8. The district has 1,725 responses and 1, 453 ideas for things to improve. Overall the responses from students were positive about their school experiences.

Draft LCAP May 18, 2015 – Draft of LCAP was posted to District Website for public review and feedback May 19, 2015 – Draft of LCAP presented to District Advisory Council May 20, 2015 - Draft of LCAP presented to District English Learner Advisory Committee May 21, 2015 – Update to District Board of Trustees May 25, 2015 - Written responses posted **June 4, 2015 – LCAP public hearing** **June 18, 2015 – LCAP Adoption**	A draft of the 2015-16 LCAP including the annual update was posted on the district website for public review and feedback. The feedback and questions were responded to in writing and posted on the District website.
Annual Update: Based on feedback from stakeholders and the District Board or Trustees, the Mountain View Whisman District LCAP team made significant changes to our input and involvement process for both the revision of the 2015-16 LCAP and for the development of the 2014-15 Annual Update. In addition to District lead meetings and a district survey, all site administrators led meetings at designated School Site Council, English Learner Advisory Committee, and PTA meetings. All materials were available in English and Spanish and Spanish translation was provided when necessary. All input was gathered in recorded in Google Documents by meeting group and date. **Below is a list of process meetings to review and gather input on process and create plan for Spring 2015** October 21, 2015 – District Advisory Council - Communication December 12, 2015 – District LCAP Team December 19, 2015 – District LCAP Team January 9, 2015 – District LCAP Team January 14, 2015 – District LCAP Team January 22, 2014 – Update to Board of Trustees on LCAP input and revision process	**Annual Update:** More meetings were scheduled in January - April. The meetings included an overview of the LCAP, overview of the District budget, progress on goals for 2014-15, time for questions, and time for input on priorities for 2015-16. Additional meetings allowed the District to better explain the LCAP and budget as well as gather more input to use to write the annual update and revise the LCAP for 2015-16. Improved process to gathering input for revision of LCAP and development of Annual Update The data shared provided stakeholders with background information and a starting point for discussion and input.

During each input meeting, the following data was reviewed: • Overview of the Local Control Accountability Plan • Review of the eight state priorities and changes made from 2014-15 to 2015-16. • Challenges facing the district including lack of LCAP evaluation tool, state achievement data, and available Common Core curriculum. • Reviewed the goals and metrics for the 2014-15 LCAP • Progress to date for each LCAP goal • District income and reserves • Funding sources used to implement the LCAP • Budget expenditures for each LCAP goal **District led progress update and input process meetings:** January 20, 2015 - District Advisory Council January 26, 2015 – District English Learner Advisory Council January 28, 2015 – Monta Loma and Landels Elementary Staff February 4, 2015 – Theuerkauf and Stevenson Elementary Staff February 10, 2015 – District Leadership Team February 25, 2015 – Castro Elementary School Staff March 6, 2015 – Classified Staff at District Office March 11, 2015 – Crittenden and Graham Middle School Staff (morning) March 11, 2015 – Bubb and Huff Elementary School Staff (afternoon) March 18, 2015 – Classified Staff **Site based progress update and input meetings:** **Bubb Elementary** February 16, 2015 – English Learner Advisory Committee (ELAC) March 9, 2015 – School Site Council (SSC) March 25, 2015 – Parent Teacher Association (PTA) **Castro Elementary** April 13, 2015 – School Site Council April 23, 2015 – English Learner Advisory Committee **Crittenden Middle School** March 24, 2015 - School Site Council (SSC) April 4, 2015 – English Learner Advisory Committee (ELAC) **Graham Middle School** March 26, 2015 – School Site Council and Parent Teacher Association	District led meetings, which included an overview of the LCAP, overview of the District budget, progress on goals for 2014-15, time for questions, and time for stakeholders to provided input on priorities for 2015-16. Addition of site based meetings to allow stakeholders to review progress and provide input with a focus on their specific school site. This increased the amount of input and facilitated the targeting of actions and services where they are most needed.

March 27, 2015 – English Learner Advisory Council **Huff Elementary** April 28, 2015 – School Site Council (SSC) and Parent Teacher Association (PTA May 6, 2015 – English Learner Advisory Committee **Landels Elementary** March 5, 2015 – School Site Council (SSC) April 15, 2015 – Combined English Learner Advisory Committee (ELAC)/ Parent Teacher Association (PTA) **Monta Loma Elementary** March 10, 2015 – School Site Council (SSC) March 11 and 18, 2015 – English Learner Advisory Committee (ELAC) March 13, 2015 – Principal's Coffee in lieu of PTA mtg. (better parent attendance) **Theuerkauf Elementary** March 19, 2015 – English Learner Advisory Committee (ELAC) **Stevenson Elementary** March 9, 2015 – Combined meeting of English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) **Input Review** March 31, 2015 - Input collected to date was organized by goal and reviewed at the District Leadership Team meeting. The input was organized into four categories for each goal: 1. What is the input telling us? 2. What actions/services that are in place are valued? 3. What actions/services need to be refined? 4. What new actions/services are desired?	**Some of the actions/services that we are going to continue, based on input, are:** • Instructional coaches • Professional development • Parent education • School and Community Engagement Facilitators • 21st Century Skills • Enrichment including art, music and P.E. • Focus on communication **Additional actions/services include:** • Hiring a Technology Teacher on Special Assignment • Expanding 21st century skills i.e. Project Based Learning and Enrichment activities • Increased opportunities for professional development • Expansion of parent education opportunities

District Survey Last year the District conducted an open-ended survey to gather initial input to develop District goals, actions, and services for the LCAP. In response to feedback the District revised the survey so that it is a ranked choice format with only one open response item and aligns to the District LCAP goals, actions, and services. The survey was posted on the District LCFF/LCAP webpage in English and Spanish. The survey was advertised in site newsletters and by auto-dialer in both English and Spanish. Paper copies in English and Spanish were also made available at all school sites and the District office for families without internet access. April 3rd – 24th – District Survey April 15th – 24th – Student Survey	The ranked choice format made it easier to review and present data to stakeholders. Addition, paper copies of the survey were available for families without internet access to ensure a broader range on responses. The District received 90 responses in English and 43 responses in Spanish to the Parent/Community Survey. This is a lower number than in spring of 2014. The decline in survey results may be attributed to the increased number of update and input meetings held at school sites. The Data from the survey indicated overall support for the District initiatives in the 2014-15 LCAP. Some additional areas of focus were identified including a need to look at before and afterschool programming as well as expanding the District Response to Intervention and Instruction Plan to better meet the needs of struggling and advanced students. The student survey was given to students in grades 4-8. The district has 1,725 responses and 1, 453 ideas for things to improve. Overall the responses from students were positive about their school experiences. Initiatives and technology are being implemented or used. Areas of need include better options for electives and enrichments and communication between home and school. This are areas already included in the 2014-15 LCAP and will continue.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL 1	Ensure that all students have access to equitable conditions of learning by providing highly qualified teachers and staff, well-maintained and inspiring facilities, and standards-aligned instructional materials.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify ___District and Superintendent Goal 3

Identified Need	1. Increase the percentage of teachers who are highly qualified and continue Beginning Teacher Support and Assessment (BTSA) induction program and program to support new Special Education teachers to clear their credentials 2. Purchase and distribute new mathematics materials 3. New Instructional materials aligned to the California Standards in English Language Arts/English Language Development/Literacy 4. Explore materials available to support Next Generation Science Standards (NGSS) 5. Improve and expand facilities to meet programmatic and enrollment needs based on Student Facilities Improvement Plan and Board approved project list
Goal Applies to: Schools	All
Goal Applies to: Applicable Pupil Subgroups	All

Goal 1: LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes	1. Increase the percentage of highly qualified teachers from 99.58% to 100%, maintain Beginning Teacher Support and Assessment induction program, maintain program to support new Special Education teachers to complete Level II Education Specialist program 2. All teachers and student will have access to new mathematics materials 3. Research, review, pilot, and recommend new English Language Arts/English Language Development/Literacy materials for adoption (pending recommended / approved list from state) 4. Approved facilities projects on schedule or completed on budget

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide an induction program for new teachers to obtain their professional clear credential and support them in becoming highly qualified.	LEA Wide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II: 4035 $48,000
Continue to support new special education teachers in becoming highly qualified and completing Level II Education Specialist program.	LEA Wide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____Students with Disabilities_____	Title II: 4035 $4,680

Expand staff development and training for classified employees	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $3,063
Provide new math materials to teachers and students	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $500,000 CC: 715600
Convene English Language Arts/English Language Development/Literacy Task Force to research, review, pilot, and recommend new materials for adoption.	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $5,000 CC: 715600
Provide funds to school sites to purchase supplemental materials, programs, or services to support the implementation of the California standards.	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $100,000 CC: 715600
Complete Middle School Phase II and III projects Complete design for Castro and Monta Loma	Graham, Crittenden, Castro, Monta Loma	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Measure G:9010 $26,000,000 CC:085000

Goal 1: LCAP Year 2: 2016-17

Expected Annual Measurable	1. Maintain Beginning Teacher Support and Assessment induction program for new teachers and maintain 100% of teachers as highly qualified 2. All teachers and students will have access to new English Language Arts/English Language Development/Literacy materials

Outcomes:	3. Approved facilities projects on schedule or completed on budget		
	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Provide an induction program for new teachers to obtain their professional clear credential and support them in becoming highly qualified.	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II: 4035 $48,000
Continue to support new special education teachers in becoming highly qualified and completing Level II Education Specialist program.	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II: 4035 $4,680
Revise and refine staff development and training for classified employees	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $5,000

Provide new English Language Arts/English Language Development/Literacy materials to teachers and students	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $500,000 CC: 715600
Provide funds to school sites to purchase supplemental materials, programs, or services to support the implementation of the California standards	LEA Wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $100,000 CC: 715600
Complete Middle School Phases III, and IV projects Complete Elementary Phase I Projects at Castro and Monta Loma Begin planning phase I projects for Theuerkauf and Stevenson	Graham, Crittenden, Castro, Monta Loma, Theuerkauf, Stevenson	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Measure G:9010 $41,000,000 CC:085000

Goal 1: LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes	1. Maintain Beginning Teacher Support and Assessment induction program for new teachers and maintain 100% of teachers as highly qualified 2. Professional development and training for classified staff 3. Approved facilities projects on schedule or completed on budget 4. New or supplemental materials for the Next Generation Science Standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide an induction program for new teachers to obtain their professional clear credential and support them in becoming highly qualified.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II: 4035 $48,000
Continue to support new special education teachers in becoming highly qualified and completing Level II Education Specialist program.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II: 4035 $5,000
Continue to provide staff development and training for classified employees	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $5,000
Provide new materials or supplemental materials to support the implementation of the Next Generation Science Standards to teachers and students	LEA Wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $500,000 CC: 715600

Complete Castro and Monta Loma Complete Phase I projects for Theuerkauf and Stevenson Complete design process for Bubb, Huff, and Landels	Castro, Monta Loma, Theuerkauf, Stevenson, Bubb, Huff, and Landels	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Measure G:9010 $50,000,000 CC:085000

GOAL: 2	Improve achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8_ COE only: 9__ 10__ Local: Specify: District and Superintendent Goal 1

Identified Need:

1. Professional development for teachers and administrators to increase knowledge, experience, and skill in delivering instruction aligned to the new California standards for all students
2. Professional development and support for teachers, administrators, and students to access to California core and English Language Development standards
3. Professional development for Special Education staff
4. Increase proficiency in English Language Arts and Math for all students with a focus on English Learners, Low Income students, Students with Disabilities, and Foster Youth in order to decrease the achievement gap.
5. Increase English proficiency for all English learners
6. Increase the Reclassification rate
7. Decrease the number of long term English Learners
8. Expand the Response to Intervention (RTI2) plan to reach the academic needs of all students
9. Maintain or expand Preschool
10. Increase the access to effective instructional software and online programs to support standards based instruction, materials, and student learning and achievement
11. Transition plan for implementing the Next Generation Science Standards
12. Additional middle school math teachers to support Middle School Math Pathways

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Goal 2: LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes	1. All teachers and administrators receive at minimum 4 professional development sessions during district staff development days with a focus on increasing knowledge, experience, skill in delivering instruction and access to the California core and English Language Development standards. Collect baseline data on participation in optional professional development opportunities. 2. Increase in student achievement on district benchmarks and California Assessment of Student Performance and Progress (CAASPP). Growth targets to be determined after district receives and analyzes baseline data in Summer 2015. 3. Increase or maintain proficiency levels for Annual Measurable Achievement Objectives (AMAO 1 and 2) to meet or exceed targets 4. Increase of 2% in student reclassification rate 5. Decrease of 2% in number of long term English Learners 6. Expanded Response to Intervention (RTI2) plan 7. Maintain or increase the number of students attending preschool 8. Increase in use of instructional software and online programs to support instruction as measured by usage reports. 9. Transition plan developed for Next Generation Science Standard rollout 10. Maintain additional math teachers ***Mountain View Whisman is a kindergarten through eighth grade district. As such, the District does not need to measure the following:** • Percentage of students successfully completing A-G courses • Percentage of students successfully completing Career Technical Education (CTE) sequences of programs of study that align • Percentage of students passing Advanced Placement exams (3+) • Percentage of students demonstrating college preparedness - Early Assessment Program (EAP) exam **In addition, the state of California has suspended the Academic Performance Index (API)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to increase knowledge, experience, and skill in delivering instruction aligned to the new California standards for all students Math – 3 optional days of training K-5 in summer Math – District wide – 2 days of training in August Content specific training for 6-8 teachers in August English Language Arts (ELA)/English Language Development (ELD) – district wide training in January	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Base Grant:0000 $157,500 CC: 715600

Provide optional district and site professional development opportunities throughout the school year based on feedback from scheduled trainings	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Base Grant:0000 $200,000 CC: 715600
Maintain instructional coaching staff to include one coach at each site and one additional math coach to support the implementation of effective instructional strategies, use of data to drive instruction, and increase student achievement.	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	LCFF Supplemental:0000 $100,176 CC: 709201 Shoreline: 9010 $1,048,671 CC: 957000
Provide release time with coaching support for teachers to collaborate, plan, implement, assess, and revise standards based lessons (2 days per teacher)	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Base Grant:0000 $125,000 CC: 715600
Provide professional development and support for Special Education teachers and other support staff to increase knowledge, experience, and skill in delivering instruction aligned to the new California standards for all students	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient *X other Subgroups Specify)* Special Education	Federal: 3310 $5,000
Continue to provide quality designated and integrated English Language Development instruction for all English Language Learners on a daily basis	LEA Wide	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Title III: 4201, 4203; ELD/ELA TOSA salary/benefits $85,559

Support English Language Development instruction through professional development on the integration of the English Language Development standards in English Language Arts, Math, and other content areas through staff meetings, professional development days, coaching, release days, and a dedicated English Language Arts/English Language Development Teacher or Special Assignment (TOSA)	LEA Wide	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Title III LEP ELD/ELA TOSA salary/benefits $85,559
Provide Systematic English Language Development and Constructing Meaning training.	LEA Wide	__ALL OR: __Low Income pupils X English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups Specify)_____	Title III: 4201 Teacher Release Days $19,399
Monitor implementation of Systematic English Language Development and Constructing Meaning to support effective instructional practices for English Learners	LEA Wide	__ALL OR: __Low Income pupils X English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups Specify)_____	Title III LEP ELD/ELA TOSA salary/benefits $85,559
Implement research based programs and practices to support language acquisition and content learning to decrease the number of Long Term English Learners and increase the reclassification rate.	LEA Wide	_ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Title III LEP Purchase of Research-based programs and practices $10,000
Support teachers with newcomers through coaching. Provide teachers resources (i.e. instructional software, dictionaries, curriculum). Provide teachers and administrators assistance with development of an individualized action plan.	LEA Wide	ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Title III IMM Teacher Resources $12,251 ELD/ELA TOSA salary/benefits Included above

Continue to work with teachers and administrators to revise and refine the District assessment system to support and monitor achievement throughout and across school years.	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $2500
Analyze and disaggregate student data from district benchmarks and the California Assessment of Student Performance and Progress (CAASPP) to ensure proportionate and equitable access and achievement for each student (English Learners, Low income, foster youth, Students with Disabilities, and other significant subgroups.	LEA Wide	X ALL OR: *X low Income pupils* X_English Learners X foster Youth X redesignated fluent English proficient X *other Subgroups Specify)* __SpEd_____	No additional funding required
Continue to work with the leadership team to provide professional development, release time, and support of Professional Learning Communities (PLC) for collaboration to improve student outcomes.	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Shoreline: 9010 $51,025
Continue to revise and refine the elementary report cards based on teacher and administrator feedback and continue to provide support and training to teachers and parents.	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $2500
Expand the current Response to Intervention and Instruction Plan (RTI2) plan to more effectively address the social, emotional, and academic needs of students. Put an additional focus on how to better support English Language Learners and students who are academically advanced	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	LCFF Supplemental:0000 $173,011

Provide supplemental funds to each site for intervention based on unduplicated count of target students	LEA Wide	__ALL OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient _X_Other Subgroups Specify) other significant subgroups based on data from district benchmarks and CAASPP	LCFF Supplemental: 0000 $1,238,941
Provide funding for school-wide programs at Castro and Theuerkauf schools to support additional intervention programs, materials, and resources. This will utilize a combination of Title 1 and District Resources	Castro Theuerkauf	__ALL OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient _X_OtherSubgroups Specify)	Castro Theuerkauf Title I: 3010 Base:0000 $650,000
Provide summer programs to meet the needs of target students	LEA Wide	__ALL OR: XLow Income pupils XEnglish Learners XFoster Youth __Redesignated fluent English proficient _X_Other Subgroups⊗Specify)__Students with disabilities and other significant subgroups based on data from district benchmarks and CAASPP	LCFF Supplemental: 0000 $160,378 CC: 709200
Evaluate and expand the use of EdCaliber to collect, develop, and organize instructional materials and resources aligned to the CCSS	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)	Base Grant:0000 $50,000 CC: 715600
Continue to purchase instructional software and online programs to support standards based instruction, materials, and student learning and achievement. Including Khan, Rosetta Stone, Lexia and Imagine Learning	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)	Shoreline: 9010 $209,636

Continue use of ST Math,	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	LCFF Supplemental:0000 $36,672
Collect data on the use of Special Education iPad devices by teachers to implement the new California standards and monitor progress toward Individualized Education Program (IEP) goals	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	No funds required
Partner with Science is Elementary to provide professional development and mentoring to Castro Traditional Program teachers with a focus on Next Generation Science Standards and Common Core Standards	Castro Traditional Program	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Shoreline: 9010 $115,000
Develop an expansion plan for preschool	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	Base Grant:0000 $100,000
Continue to provide supplemental staffing and instruction in math to students in grades 6-8	Graham and Crittenden Middle Schools	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	LCFF Supplemental:0000 $297,966

Convene Next Generation Science Standards (NGSS) Task Force to plan implementation of Next Generation Science Standards	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $5000
Audit before and afterschool program offerings at all school sites. Utilize data collected to inform possible LCAP actions/expenditures in 2016-17 and 2017-18	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	No Funds Requested
Partner with the Peninsula Bridge Foundation to pilot an afterschool program to support low-income, high achieving students in grades 6 and 7 Work with elementary sites to consider after school programming options	Graham and Crittenden LEA Wide	ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	LCFF Supplemental0000 $100,000

Goal 2: LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes	1. All teachers and administrators receive professional development sessions during district staff development days. Provide optional professional development opportunities based on feedback from 2015-16 2. Increase in student achievement on district benchmarks and California Assessment of Student Performance and Progress (CAASPP). Growth targets to be determined after district receives and analyzes baseline data in Summer 2016 3. Increase or maintain proficiency levels for Annual Measurable Achievement Objectives (AMAO) 1 and 2 to meet or exceed targets 4. Increase of 2% in student reclassification rate 5. Decrease of 2% in number of long term English Learners 6. Expanded RTI2 plan 7. Maintain or increase the number of students attending preschool 8. Increase in use of instructional software and online programs to support instruction as measured by usage reports. 9. Implement transition plan developed for Next Generation Science Standard rollout 10. Maintain additional math teachers 11. Expanded before and/or afterschool programming based on data collected in 2015-16

	12. Peninsula Bridge pilot program implemented		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Provide professional development to increase knowledge, experience, and skill in delivering instruction aligned to the common core for all students in the areas: English Language Arts/English Language Development and Literacy Next Generation Science Standards	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $157,500 CC: 715600
Provide optional district and site professional development opportunities throughout the school year based on feedback from scheduled trainings	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $200,000 CC: 715600
Maintain instructional coaching staff to include one coach at each site and one additional math coach to support the implementation of effective instructional strategies, use of data to drive instruction, and increase student achievement.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental:0000 $100,176 CC: 709201 Shoreline: 9010 $1,048,671 CC: 957000

Provide release time with coaching support for teachers to collaborate, plan, implement, assess, and revise standards based lessons (2 days per teacher)	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $125,000 CC: 715600
Provide professional development and support for Special Education teachers and other support staff to increase knowledge, experience, and skill in delivering instruction aligned to the common core for all students	LEA Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Students with Disabilities___	Federal: 3310 $5,000
Continue to provide quality designated and integrated English Language Development instruction for all English Language Learners on a daily basis	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III: 4201, 4203; $85,559 ELD/ELA TOSA salary/benefits $85,559
Continue to support English Language Development instruction through professional development on the integration of English Language Development standards in English Language Arts, Math, and other content areas through staff meetings, professional development days, coaching, release days, and dedicated English Language Development/English Language Arts Teacher or Special Assignment (TOSA)	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III LEP ELD/ELA TOSA salary/benefits $85,559

Continue to provide Systematic English Language Development and Constructing Meaning training.	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III LEP Teacher Release Days $70,000
Monitor implementation of Systematic English Language Development and Constructing Meaning to support effective instructional practices for designated and integrated English Language Development for English Learners	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III LEP ELD/ELA TOSA salary/benefits $85,559
Implement research based programs and practices to support language acquisition and content learning to decrease the number of Long Term English Learners and increase the reclassification rate.	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III LEP Purchase of Research-based programs and practices $10,000
Support teachers with newcomers through coaching. Provide teachers resources (i.e. instructional software, dictionaries, curriculum). Provide teachers and administrators assistance with development of an individualized action plan.	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III IMM Teacher Resources $12,251 ELD/ELA TOSA salary/benefits $85,559

Continue to work with teachers and administrators to revise and refine the District assessment system to support and monitor achievement throughout and across school years.	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $5000
Analyze and disaggregate student data from district benchmarks and the California Assessment of Student Performance and Progress (CAASPP) to ensure proportionate and equitable access and achievement for each student (EL, Low income, foster youth, students with disabilities, and other significant subgroups.	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional funding required.
Continue to work with the leadership team to provide professional development, release time, and support of Professional Learning Communities (PLC) for collaboration to improve student outcomes.	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $51,200
Continue to revise and refine the elementary CCSS report cards based on teacher and administrator feedback and continue to provide support and training to teachers and parents.	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $2500

Implement and continue to expand the current Response to Intervention and Instruction plan to more effectively address the social, emotional, and academic needs of students.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental:0000 $153,011
Provide supplemental funds to each site for intervention based on unduplicated count of target students	LEA Wide	__ALL OR: XLow Income pupils XEnglish Learners XFoster Youth __Redesignated fluent English proficient _X_Other Subgroups⊗Specify)__other significant subgroups based on data from district benchmarks and CAASPP_____	LCFF Supplemental: 0000 $1,258,941
Provide Title I & District funding for school-wide programs at Castro and Theuerkauf schools to support additional intervention programs, materials, and resources	Castro Theuerkauf	__ALL OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient _X_OtherSubgroups⊗Specify)__Subgroups identified by District benchmarks and CAASPP data_____	Castro Theuerkauf Title I: 3010 Base:0000 $900,000
Provide summer programs to meet the needs of target students	LEA Wide	__ALL OR: XLow Income pupils XEnglish Learners XFoster Youth __Redesignated fluent English proficient _X_Other Subgroups⊗Specify)__Students with disabilities and other significant subgroups based on data from district benchmarks and CAASPP___	LCFF Supplemental: 0000 $160,378 CC: 709200

Evaluate the use of EdCaliber to collect, develop, and organize instructional materials and resources aligned to the new California Standards	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Base Grant:0000 $50,000 CC: 715600
Continue to purchase instructional software and online programs to support standards based instruction, materials, and student learning and achievement	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Shoreline: 9010 $51,025
Continue to use and collect data and analyze the usage of ST Math, Khan Academy, Rosetta Stone, Lexia and Imagine Learning to determine future plans for use	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	LCFF Supplemental:0000 $36,672 Shoreline: 9010 $209,636
Work with school sites to standardize instructional software and online programs that best meet site needs of their students	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Same resource as above if purchased District wide

Based on data collect data in 2015-16 continue or revise the use of Special Education iPad devices by teachers to implement the new California standards and monitor progress toward IEP goals	LEA Wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with Disabilities	No additional funding required.
Expand partnership with Science is Elementary to provide professional development and mentoring to Castro Traditional Program and Theuerkauf teachers with a focus on Next Generation Science Standards and the new California standards	Castro Theuerkauf	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $115,000
Implement expansion plan for preschool		__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $100,000 Sustain; $100,000 Expansion
Continue to provide supplemental staffing and instruction in math to students in grades 6-8 if necessary based on 2015-16 data	Graham Crittenden	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental:0000 $297,966

Implement the Next Generation Science Standards Task Force plan for implementation of Next Generation Science Standards (NGSS)	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $5000
Continue to partner with the Peninsula Bridge Foundation to pilot an afterschool program to support low-income, high achieving students in grades 6 and 7 and expand to grade 5 Maintain or add additional afterschool programs at elementary sites	LEA Wide	_ALL --- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental 0000 $120.000

Goal 2: LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1. All teachers and administrators receive professional development sessions during district staff development days. Provide optional professional development opportunities based on feedback from 2016-17 2. Increase in student achievement on district benchmarks and California Assessment of Student Progress and Performance Growth targets to be determined after district receives and analyzes baseline data in Summer 2017 3. Increase or maintain proficiency levels for Annual Measurable Achievement Objectives (AMAO) 1 and 2 to meet or exceed targets 4. Increase of 2% in student reclassification rate 5. Decrease of 2% in number of long term English Learners 6. Completed Response to Intervention and Instruction plan 7. Maintain or increase the number of students attending preschool 8. Increase in use of instructional software and online programs to support instruction as measured by usage reports. 9. Continue to implement transition plan developed for Next Generation Science Standard rollout 10. Maintain additional math teachers if necessary 11. Convene Task Force to develop a plan to transition to the History and Social Sciences Standards 12. Afterschool program for grades 5, 6, and 7 in partnership with the Peninsula Bridge Foundation		
Actions/Services	Scope of	Pupils to be served within identified scope of	Budgeted

	Service	Service	Expenditures
Provide professional development to increase knowledge, experience, and skill in delivering instruction aligned to the California standards for all students in the areas of need as determined by feedback and assessment results	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $157,500 CC: 715600
Provide optional district and site professional development opportunities throughout the school year based on feedback from scheduled trainings	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $200,000 CC: 715600
Maintain instructional coaching staff to include one coach at each site and one additional math coach to support the implementation of effective instructional strategies, use of data to drive instruction, and increase student achievement.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental:0000 $100,176 CC: 709201 Shoreline: 9010 $1,048,671 CC:957000
Provide release time with coaching support for teachers to collaborate, plan, implement, assess, and revise standards based lessons (2 days per teacher)	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $125,000 CC: 715600

Provide professional development and support for Special Education teachers and other support staff to increase knowledge, experience, and skill in delivering instruction aligned to the California standards for all students	LEA Wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Disabilities__	Federal: 3310 $5,000
Continue to provide quality designated and integrated English Language Development instruction for all English Language Learners on a daily basis	LEA Wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III: 4201, 4203; $85,559
Continue to support English Language Development instruction through professional development on the integration of English Language Development standards in English Language Arts, Math, and other content areas through staff meetings, professional development days, coaching, release days, and dedicated English Language Development/English Language Arts	LEA Wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III LEP ELD/ELA TOSA salary/benefits $85,559
Continue to provide Systematic English Language Development and Constructing Meaning training to integrate the English Language Arts/English Language Development framework	LEA Wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III LEP Teacher Release Days $70,000

Monitor implementation of Systematic English Language Development and Constructing Meaning to support effective instructional practices for designated and integrated English Language Development for English Learners	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III LEP ELD/ELA TOSA salary/benefits $85,559
Implement research based programs and practices to support language acquisition and content learning to decrease the number of Long Term English Learners and increase the reclassification rate.	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III LEP Purchase of Research-based programs and practices $10,000
Support teachers with newcomers through coaching. Provide teachers resources (i.e. instructional software, dictionaries, curriculum). Provide teachers and administrators assistance with development of an individualized action plan.	LEA Wide	ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III IMM Teacher Resources $12,251 ELD/ELA TOSA salary/benefits $85,559
Continue to work with teachers and administrators to revise and refine the District assessment system to support and monitor achievement throughout and across school years.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $5000

Analyze and disaggregate student data from district benchmarks and the California Assessment of Student Performance and Progress (CAASPP) to ensure proportionate and equitable access and achievement for each student (English Learners, Low income, foster youth, Students with Disabilities, and other significant subgroups.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional funding required
Continue to work with the leadership team to provide professional development, release time, and support of Professional Learning Communities (PLCs) for collaboration to improve student outcomes.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $51,200
Standardize the Response to Intervention and Instruction plan to more effectively address the social, emotional, and academic needs of all students	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental:0000 $153,011
Provide supplemental funds to each site for intervention based on unduplicated count of target students	LEA Wide	__ALL OR: XLow Income pupils XEnglish Learners XFoster Youth __Redesignated fluent English proficient _X_Other Subgroups⊗Specify)_other significant subgroups based on data from district benchmarks and CAASPP_____	LCFF Supplemental: 0000 $1,258,941

Provide Title I & District funding for school-wide programs at Castro and Theuerkauf schools to support additional intervention programs, materials, and resources	Castro Theuerkauf	__ALL OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient _X_OtherSubgroups Specify)__Subgroups identified by District benchmarks and CAASPP data	Castro Theuerkauf Title I: 3010 Base:0000 $900,000
Provide summer programs to meet the needs of target students	LEA Wide	__ALL OR: XLow Income pupils XEnglish Learners XFoster Youth __Redesignated fluent English proficient _X_Other Subgroups Specify)__Students with disabilities and other significant subgroups based on data from district benchmarks and CAASPP	LCFF Supplemental: 0000 $160,378 CC: 709200
Finalize the decision of how to collect, develop, and organize instructional materials and resources to support the new California standards	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Base Grant:0000 $50,000 CC: 715600
Continue to purchase instructional software and online programs to support standards based instruction, materials, and student learning and achievement	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Shoreline: 9010 $51,025

Continue to use and collect data and analyze the usage of ST Math, Khan Academy, Rosetta Stone, Lexia and Imagine Learning to determine future plans for use	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	LCFF Supplemental:0000 $36,672 Shoreline: 9010 $209,636
Work with school sites to standardize instructional software and online programs that best meet site needs of their students	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Same as above
Finalize the plan on the use of Special Education iPad devices by teachers to implement the California standards and monitor progress toward Individualized Education Plan goals	LEA Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Disabilities__	No additional funding required.
Expand partnership with Science is Elementary to provide professional development and mentoring to additional elementary school(s) with a focus on Next Generation Science Standards and Common Core Standards	Castro Theuerkauf Elementary School TBD	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $115,000

Implement expansion plan for preschool	LEA Wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $100,000 Sustain; $100,000 Expansion
Continue to provide supplemental staffing and instruction in math to students in grades 6-8 if necessary based on 2016-17 data	Graham Crittenden	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental:0000 $297,966
Implement the Next Generation Science Standards Task Force plan for implementation of Next Generation Science Standards (NGSS)	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $5000
Convene a Task Force to develop a transition plan for the new History Social Science Standards	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $5000

Continue to partner with the Peninsula Bridge Foundation to pilot an afterschool program to support low-income, high achieving students in grades 5, 6 and 7 Maintain or add additional afterschool programs at elementary sites	LEA Wide	_ALL OR: _X Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	LCFF Supplemental: 0000 $120,000

GOAL 3	Engage all students in learning and applying 21st Century Skills and developing the mindset for successful high school, college, and career pathways.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local: Specify _Title III_ - Goal 2C and District and Superintendent Goal 1

Identified Need:	1. Access to a broad course of study for all students 2. Teachers trained in and students participating in Project Based Learning experiences 3. Expand the use of technology devices to enhance instruction 4. Professional development in the area of instructional technology 5. Training for teachers and administrators in order for students to acquire and practice critical thinking problem solving, communication, and collaboration skills	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Goal 3: LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes	1. Maintain or increase course offerings and enrichment opportunities for students 2. Maintain or increase in the number of teachers trained in and students participating in Project Based Learning experiences 3. Development of system to collect data on the use of technology in instruction 4. Inclusion of critical thinking, problem solving, communication, and collaboration strategies and activities in all professional development opportunities for teachers and administrators.

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

Provide funding for site specific and district sponsored enrichment opportunities	LEA Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	Parcel Tax:0000 $87,500
Expand music, art, and PE programs for students in grades K-5	Bubb Castro (Traditional Program) Castro (Dual Immersion) Huff Landels Monta Loma Stevenson Theuerkauf	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	Parcel Tax:0000 $638,550 CC:017902 010602 MVEF: 9010 $350,000
Maintain Spanish content area classes at Graham Middle School (grades 6 and 8) to allow students from Dual Immersion to continue to attain proficiency in Spanish	Graham Middle School	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	Included in standard teachers salaries
Continue to partner with Science by Nature Collaborative, Living Classroom, and the Mountain View Education Foundation to provide environmental education opportunities for students in grades TK-5, 6, and 8 including Science Camp for 5th grade and Nature Bridge Yosemite experience for 8th grade. Research and plan opportunities for students in grade 7	LEA Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	Parcel Tax:0000 $310,968; MVEF: 9010 $130,000
Support and expand the implementation of Project Based Learning	LEA Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	Shoreline: 9010 $51,025

Provide access to Lynda.com just-in-time web-based training courses for all staff to support professional development on software tools and skills and support the implementation of the District Technology Matrix	LEA Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	Shoreline: 9010 $10,000 CC: 959001
Partner with the Krause Center for Innovation to provide a one-week course in on technology instruction for elementary teachers to build capacity and support the implementation of the District Technology Matrix	Graham. Crittenden	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Shoreline: 9010 $30,000 CC: 959001
Hire a Technology Teacher on Special Assignment (TOSA) to provide training and support for staff as they implement instructional technology in their classroom with an emphasis on the skills outlined in the District Technology Matrix	LEA Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Shoreline: 9010 $50,000 CC: 959000
Increase and upgrade student devices: • Add Chromebook carts for every third grade classroom • Replace the oldest model of the Chromebooks • Add or replace carts at elementary sites to more evenly distribute the Chromebooks.	LEA Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Shoreline: 9010 $300,000 CC: 959001
Provide resources, information, and coaching on the 21st Century Framework and incorporate examples of critical thinking, communication, creativity, and collaboration activities in all professional development.	LEA Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $5000

Goal 3: LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1. Maintain or increase course offerings and enrichment opportunities for students 2. Maintain or increase in the number of teachers trained in and students participating in Project Based Learning experiences 3. System to collect data on the use of technology to enhance instruction 4. Inclusion of critical thinking, problem solving, communication, and collaboration strategies and activities in all professional development		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Provide funding for site specific and district sponsored enrichment opportunities	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parcel Tax:0000 $87,500
Maintain or expand music, art, and PE programs for students in grades K-5	Bubb Castro (Traditional Program) Castro (Dual Immersion) Huff Landels Monta Loma Stevenson Theuerkauf	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parcel Tax:0000 $638,550 CC:017902 010602 MVEF: 9010 $350,000
Continue to offer Spanish content area classes at Graham Middle School (grades 6 and 8) to allow students from Dual Immersion to continue to attain proficiency in Spanish. Add opportunities for grade 7 if staffing allows	Graham	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Students from Dual Immersion program or with identified literacy in Spansih_____	Included in standard teachers salaries

Continue to partner with Science by Nature Collaborative, Living Classroom, and the Mountain View Education Foundation to provide environmental education opportunities for students in grades TK-8 including Science Camp for 5th grade and Nature Bridge Yosemite experience for 8th grade (Addition of programming for grade 7)	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parcel Tax:0000 $310,968; MVEF: 9010 $130,000
Continue to support and expand the implementation of Project Based Learning	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $51,025
Evaluate use of and continue to provide access to Lynda.com just-in-time web-based training courses for all staff to support professional development on software tools and skills and support the implementation of the District Technology Matrix	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $10,000 CC: 959001
Partner with the Krause Center for Innovation to provide a one-week course in on technology instruction for elementary teachers to build capacity and support the implementation of the District Technology Matrix	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $30,000 CC: 959001

Maintain or add and additional Technology Teacher on Special Assignment (TOSA) to provide training and support for staff as they implement instructional technology in their classroom with an emphasis on the skills outlined in the District Technology Matrix	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $50,000 CC: 959000
Increase and upgrade student devices: • Add Chromebook carts as needed in grades K-2 • Replace the oldest model of the Chromebooks • Add or replace carts at elementary sites to more evenly distribute the Chromebooks.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $300,000 CC: 959001
Provide resources, information, and coaching on the 21st Century Framework and incorporate examples of critical thinking, communication, creativity, and collaboration activities in all professional development.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $5000

Goal 3: LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	1. Maintain or increase course offerings and enrichment opportunities for students 2. Maintain or increase in the number of teachers trained in and students participating in Project Based Learning experiences 3. Analysis of data on the use of technology to enhance instruction 4. Inclusion of critical thinking, problem solving, communication, and collaboration strategies and activities in all professional development opportunities for teachers and administrators.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain funding for site specific and district sponsored enrichment opportunities	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parcel Tax:0000 $87,500
Maintain or expand enrichment opportunities for students in music, art, and PE programs in grades K-5	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parcel Tax:0000 $638,550 CC:017902 010602 MVEF: 9010 $350,000
Continue to offer Spanish content area classes at Graham Middle School (grades 6 and 8) to allow students from Dual Immersion to continue to attain proficiency in Spanish. Add programming for grade 7 if staffing allows.	Graham	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____Students from Dual Immersion or with identified literacy in Spanish_____	Included in standard teachers salaries
Continue to partner with Science by Nature Collaborative, Living Classroom, and the Mountain View Education Foundation to maintain environmental education opportunities for students in grades TK-8 including Science Camp for 5th grade and Nature Bridge Yosemite experience for 8th grade	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parcel Tax:0000 $310,968; MVEF: 9010 $130,000

Continue to support and expand the implementation of Project Based Learning	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $51,025
Provide access to Lynda.com just-in-time web-based training courses for all staff to support professional development on software tools and skills and support the implementation of the District Technology Matrix	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $10,000 CC: 959001
Partner with the Krause Center for Innovation to provide a one-week course in on technology instruction for teachers to build capacity and support the implementation of the District Technology Matrix	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $30,000 CC: 959001
Maintain and/or add additional Technology Teacher on Special Assignment (TOSA) to provide training and support for staff as they implement instructional technology in their classroom with an emphasis on the skills outlined in the District Technology Matrix	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $50,000 CC: 959000

Increase and upgrade student devices: • Add Chromebook carts as needed in grades K-2 • Replace the oldest model of the Chromebooks • Add or replace carts at elementary sites to more evenly distribute the Chromebooks.	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Shoreline: 9010 $300,000 CC: 959001
Provide resources, information, and coaching on the 21st Century Framework and incorporate examples of critical thinking, communication, creativity, and collaboration activities in all professional development.	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Materials/PD Resource: 0000 CC: 715600 $5000

GOAL 4	Ensure a safe, healthy, and respectful school environment for all students, staff, parents, and community members.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify District and Superintendent Goal 4

Identified Need:	1. Continue to decrease the suspension rate for all students with a focus on Hispanic/Latino students 2. Maintain 0% Expulsion rate 3. Decrease in chronic absenteeism 4. Increase in student attendance 5. Maintain 0% middle school drop out rate 6. Alternatives to suspension 7. Support sites with maintaining positive school climates 8. All schools must have a climate goal and action plan 9. Protocols for entering referral and discipline data 10. Updated handbooks with current district policies 11. Updated safety plans
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Goal 4: LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Suspension rates reduced 2. 0% expulsion rate 3. All school sites will maintain or increase to a minimum of 97.0% average daily attendance 4. Decrease chronic absenteeism rate from 4.69% to no more than 4.0% in 2015-16 5. Maintain 0% middle school drop out rate 6. Record of professional development completed 7. Climate goals in site plans 8. Reduction in truancy data 9. Protocols for School Attendance Review Board (SARB) 10. Protocols for entering referral and discipline data 11. Updated handbooks 12. Revised safety plans *Mountain View Whisman is a Kindergarten through eighth grade district. As such, the District does not need to measure the following: • High school dropout rate • High school graduation rates

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

Provide funding for Project Cornerstone at all sites.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental/0000 Resource: CC: 709200 $5000
All schools will include a climate and goal and action plan in the School Site Plan	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional funding required
Revise and implement district and site safety plans	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $5,000 CC:072800
Support School and Community Engagement Facilitators to work with staff, students, and parents to develop plans and strategies to maximize student and parent attendance, engagement, and connectedness.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplement: 0000 $580,655 CC: 709201
Continue to implement the new School Attendance Review Team (SART) protocols and implement new District School Attendance Review Board (SARB) protocols	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $5,000 CC:074000

Provide protocols and training for site administrators and support staff to enter office referrals and discipline data into PowerSchool	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $2,500 CC:074000
Update School Handbooks with updated student behavior and discipline policies	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $3,000 CC:021000
Provide additional training on alternatives to suspension to middle school administrators and teachers	Crittenden Graham	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $2,500 CC:074000

Goal 4: LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	1. Suspension rates reduced 2. 0% expulsion rate 3. Maintain or increase attendance 4. Record of professional development completed 5. Climate goals in site plans 6. Reduction in truancy data 7. Protocols for School Attendance Review Board (SARB) 8. Protocols for entering referral and discipline data 9. Updated handbooks 10. Revised safety plans

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Collect data on the use of Project Cornerstone at all sites and continue to fund if applicable	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental/ Resource: 0000 CC: 709200 $5000
All schools will include a climate and goal and action plan in the School Site Plan	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional funding required
Revise and implement district and site safety plans	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $5,000 CC:072800

Continue to support School and Community Engagement Facilitators to work with staff, students, and parents to develop plans and strategies to maximize student and parent attendance, engagement, and connectedness.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplement: 0000 $580,655 CC: 709201
Continue to implement the School Attendance Review Team (SART) protocols and District School Attendance Review Board (SARB) protocols	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $5,000 CC:074000
Monitor office referrals and discipline data being entered into PowerSchool for consistency and alignment to protocols	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $2,500 CC:074000
Revise updated School Handbooks as needed	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $3,000 CC:021000

Provide additional training on alternatives to suspension to elementary school administrators and teachers	Bubb Castro (Traditional Program) Castro (Dual Immersion) Huff Landels Monta Loma Stevenson Theuerkauf	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $2,500 CC:074000

Goal 4: LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

1. Suspension rates reduced
2. 0% expulsion rate
3. Maintain or increase attendance
4. Record of professional development completed
5. Climate goals in site plans
6. Reduction in truancy data
7. Protocols for School Attendance Review Board (SARB)
8. Protocols for entering referral and discipline data
9. Updated handbooks
10. Revised safety plans

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Collect data on the use of Project Cornerstone at all sites and continue to fund if applicable	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental/PD Resource: 0000 CC: 709200 $5000

All schools will include a climate and goal and action plan in the School Site Plan	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional funding required
Revise and implement district and site safety plans	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $5,000 CC:072800
Continue to support School and Community Engagement Facilitators to work with staff, students, and parents to develop plans and strategies to maximize student and parent attendance, engagement, and connectedness.	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplement: 0000 $580,655 CC: 709201
Implement and refine the School Attendance Review Team (SART) protocols and District School Attendance Review Board (SARB) protocols	LEA Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $5,000 CC:074000

Provide and review protocols and training for site administrators and support staff to enter office referrals and discipline data into PowerSchool	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $2,500 CC:074000
Revise updated School Handbooks as needed	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $3,000 CC:021000
Review and standardize practices for alternatives to suspension district-wide	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $2,500 CC:074000

GOAL 5	Increase engagement, involvement, and satisfaction of staff, parents, and community members in order to achieve successful outcomes for all students	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_ 7__ 8__ COE only: 9__ 10__ Local: Specify District and Superintendent Goal 2, 5, 6

Identified Need:	1. Data dashboard 2. Executive Summary of MVWSD LCAP 3. Increase participation by staff, parents, and students in school and district leadership opportunities 4. Provide parent training
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

Goal 5: LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Created data dashboard 2. Posted Executive Summary 3. Increase of 5% in parents participating in school and district leadership opportunities 4. Parent trainings scheduled and provided 5. Maintain School and Community Engagement Facilitators and add additional 1.0 FTE for Dual Immersion

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain existing Community Engagement Facilitators and add additional 1.0 FTE for Dual Immersion School	1.0 FTE: Monta Loma Castro Traditional Program Dual Immersion Theuerkauf Landels Graham Crittenden 0.6 FTE Bubb .2 FTE Stevenson .2 FTE Huff	X ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplement: 0000 $580,655 CC: 709201

Expand efforts with Foothill Family Engagement (FEI) and Mountain View to provide various parent education modules and sessions.	LEA Wide	_X_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplement: 0000 $15,000 CC: 709201
Provide and expand Level I and Level II trainings of Parent Institute Quality Education at Graham and expand offering of Level I at Crittenden Middle School and Castro Elementary School	Graham Castro Crittenden	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___Students with Disabilities___	LCFF Supplement: 0000 $30,000 CC: 709201
Expand efforts with PEI to provide various parent education modules and sessions.	Theuerkauf Monta Loma Crittenden Castro Graham	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental: 0000 $15,000
Continue to provide at least 3 workshops on topics related to the implementation of the California standards. Hold the workshops at sites instead of at the District office and provide training materials to all site administrators and post on the District website so that duplicate trainings can be held	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional funding required
Work collaboratively with staff, parents, and community to gather input, and provide leadership training to increase participation in District and school site leadership opportunities.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Work with Community Engagement Facilitators No additional funding

Continue to increase participation by members of the Learning Challenges Committee in school site advisory groups and other District and site leadership groups and/or committees.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Work with SPED & Community Engagement Facilitators No additional funding
Continue to use a consultant to support the development and implementation of a two-way communication plan that ensures all stakeholders, including staff, students and parents, have a voice in the District's vision, priorities, and strategies and includes a system of regular communication.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $10,000
Collaborate with the District Board of Trustees to develop a data dashboard that organizes District data to show progress toward achieving district goals	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $10,000
Develop an Executive Summary of the MVWSD LCAP to support the community in understanding District Goals, Actions, and Expenditures	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included with Communication Consultant above

Goal 5: LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1. Updated data dashboard 2. Updated Executive Summary 3. Increase of 5% in parents participating in school and district leadership opportunities 4. Parent trainings scheduled and provided 5. Maintain School and Community Engagement Facilitators		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

Maintain existing Community Engagement Facilitators and add additional 1.0 FTE for Dual Immersion School	1.0 FTE: Monta Loma Castro Traditional Program Dual Immersion Theuerkauf Landels Graham Crittenden 0.6 FTE Bubb .2 FTE Stevenson .2 FTE Huff	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplement: 0000 $580,655 CC: 709201
Continue to and/or expand efforts with Foothill Family Engagement (FEI) and Mountain View to provide various parent education modules and sessions and Stretch to Kindergarten	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplement: 0000 $15,000 CC: 709201
Provide and expand Level I and Level II trainings of Parent Institute Quality Education at Graham, expand offering of Level I and Level II at Crittenden Middle School and Castro Elementary School, and expand to Theuerkauf Elementary	Graham Castro Crittenden Theuerkauf	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify Students with Disabilities	LCFF Supplement: 0000 $30,000 CC: 709201

Expand efforts with PEI to provide various parent education modules and sessions.	Theuerkauf Monta Loma Crittenden Castro Graham	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental: 0000 $15,000 CC: 709200
Continue to provide at least 3 workshops on topics related to the implementation of the California standards. Hold the workshops at various sites instead of at the District office and provide training materials to all site administrators and post on the District website so that duplicate trainings can be held	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional funding required
Schedule parent and staff leadership trainings and actively promote participation through widespread and personal invitation with support from School and community Engagement Facilitators	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Work with Community Engagement Facilitators No additional funding
Continue to increase participation of members of the Learning Challenges Committee in advisory groups and other District and site leadership groups and/or committees.	LEA Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Disabilities___	Work with SPED & Community Engagement Facilitators No additional funding

Continue use of consultant to implement and refine Communication plan.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $10,000
Implement data dashboard	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $10,000
Update executive summary and make accessible to community	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included with Communication Consultant above

Goal 5: LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes	1. Updated data dashboard 2. Updated Executive Summary 3. Increase of 5% in parents participating in school and district leadership opportunities 4. Parent trainings scheduled and provided 5. Maintain School and Community Facilitators

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain existing Community Engagement Facilitators and add additional 1.0 FTE for Dual Immersion School	1 FTE: Monta Loma Castro Traditional Program Dual Immersion Theuerkauf Landels Graham Crittenden 0.6 FTE Bubb .2 FTE Stevenson .2 FTE Huff	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplement: 0000 $580,655 CC: 709201
Continue to and/or expand efforts with Foothill Family Engagement (FEI) and Mountain View to provide various parent education modules and sessions and Stretch to Kindergarten	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplement: 0000 $15,000 CC: 709201
Provide and expand Level I and Level II trainings of Parent Institute Quality Education	Graham Crittenden Castro Theuerkauf Sites TBD	_X_ALL OR: __Low Income pupils _XEnglish Learners _X Foster Youth __Redesignated fluent English proficient _X Other Subgroups:(Specify)_Students with Disabilities_____	LCFF Supplement: 0000 $30,000 CC: 709201

Continue efforts to provide various parent education modules and sessions with Parent Engagement Institute.	Theuerkauf Monta Loma Crittenden Castro Graham	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental:0000 $15,000 CC: 709200
Continue to provide at least 3 workshops on topics related to the implementation of the California standards. Provide training materials to all site administrators and post on the District website so that duplicate trainings can be held	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional funding required
Provide meaningful leadership opportunities for staff, parents, and students with support and mentorship from School and Community Engagement Facilitators	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Work with Community Engagement Facilitators No additional funding
Continue participation of members of the Learning Challenges Committee in site advisory groups and other District and site leadership groups and/or committees.	LEA Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Disabilities_	Work with SPED & Community Engagement Facilitators No additional funding

Continue use of consultant to implement and refine Communication plan.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $10,000
Update data dashboard regularly	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Grant:0000 $10,000
Update the Executive Summary and make accessible to community	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included with Communication Consultant above

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	**Goal 1A:** Highly qualified teachers and staff	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _District 3,
Goal Applies to:	Schools: Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools	
	Applicable Pupil Subgroups: ELLs, SED, and SPED	
Expected Annual Measurable Outcomes:	100% of teachers are highly qualified as measured by credential audits	Actual Annual Measurable Outcomes: 99.58% of teachers are highly qualified

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Support new teachers in becoming highly qualified and completing the Professional Clear Credential	Funding Source: $118,324 Title II, Federal Revenue	Provided one dedicated BTSA mentor and several part time mentors to support new teachers (years 1 and 2) through the Silicon Valley New Teacher Program induction process to clear their credential. 1.0 FTE 3 x 0.4 FTE	Title II:4035 $119,515
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Support new special education teachers in becoming	Funding Source:	This year no teachers needed District support to complete	$0 Funding

highly qualified and completing the Level II Education Specialist Program	$4,584 Title II, Federal Revenue	the Level II Education Specialist Program.	Required 43,45
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Expand staff development and training for classified employees	$5,000	All classified staff was trained in the new attendance system, AESOP with specialized training for site and district secretaries. New Instructional Assistants hired for Special Education received two days of training before beginning their assignment Child Nutrition staff had expanded training in food preparation and handling as well as providing healthier food options The District and local CSEA chapter will convene a committee to determine specific needs for added training Training was done on regular staff time so no funds were expended.	Included in base salaries $ 3,662
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While funding allowed us to have one dedicated BTSA mentor in 2014-15, increasing costs of participating in the Silicon Valley New Teacher Project are causing our District to add the role of BTSA support to the job of the Site instructional coach. Each school site will have a dedicated coach to support all teachers. The District used to partner with National Hispanic University to support Special Education teachers to obtain their level II credential. National Hispanic University does not exist. The new plan is for the District to stipend qualified Special Education teachers who obtain tenure $4000.00 to obtain the level II credential. As the District reviewed input and feedback we decided to consolidate our goals. Each of our goals had many sub-goals that could be considered actions or services. Goal 1 has been revised for 2015-16 and will now include high quality teachers and staff, facilities and instructional materials (which was moved from goal 2).

Original GOAL from prior year LCAP:	1B: Well-maintained and inspiring facilities.		Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify
Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools	
	Applicable Pupil Subgroups:	ELLs, SED, and SPED	
Expected Annual Measurable Outcomes:	• 100% Completion of middle school phase 1 projects • Development of Elementary Site Projects • Board approval	Actual Annual Measurable Outcomes:	Completed phase I for both middle schools Seeking board approval for elementary school plans in June 2015

LCAP Year: 2014-15

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

Complete middle school phase 1 projects	$9,300,000 Measure G	Completed middle school phase I projects	Measure G:9010 $14,405,731 CC:085000
Scope of service: Graham and Crittenden _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Graham and Crittenden _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Work with stakeholders to prioritize and develop elementary school projects and get board approval of plan	$450,000 Measure G	Seeking Board approval of plan in June 2015 - Developed two community-based committees who worked from January 2015-June 2015 on a bi-weekly basis to review information, develop scenarios, analyze findings and develop board recommendations. The money cannot be spent until the Board of Trustees approves the plan.	Measure G:9010 $24,300 CC:085000
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	District has developed a community engagement process that allowed representative stakeholders to engage around key issues and create board recommendations. The District anticipates this forum will continue as the individual elementary school construction projects move forward. Each site will have a committee that will work with the design team to analyze the designs and seek community input on their plans prior to finalizing designs. As the District reviewed input and feedback we decided to consolidate our goals. Each of our goals had many sub-goals that could be considered actions or services. Goal 1 has been revised for 2015-16 and will now include high quality teachers and staff, facilities and instructional materials (which was moved from goal 2).		

Original GOAL from prior year LCAP:	**2A. Standards aligned instructional materials that address the needs of all subgroups**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _District 1, 3, Title III_

Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools
	Applicable Pupil Subgroups:	ELLs, SED, and SPED

Expected Annual Measurable Outcomes:	Results of materials review and evaluation process and teacher surveys	Actual Annual Measurable Outcomes:	Math Task Force will recommend a new Math program for adoption K-8 based on evaluation process used throughout school year. Teacher input was gathered via meetings instead of surveys.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Work with teachers to research and pilot standards aligned instructional materials including technology based subscriptions and applications in ELA, Math and Science.		Funding Source: $150,000, CCSS Other State Revenue, $353,465 Lottery, Other State Revenue	Math Task Force was convened to research and pilot standards aligned instructional materials in Math K-8 with support from the Math Consultant, Kirsten Sarginger, from the Santa Clara County Office of Education. The Task Force narrowed the selection and piloted Eureka Math and Go Math. The Task Force will recommend a program for adoption in late May 2015 Teachers informally piloted the use of Lexia, Imagine Learning, i-ready, ST Math and other technology-based subscriptions. Purchased Lexia, Imagine Learning and ST Math technology based software.		Math materials will be purchased in June 2015 Common Core: 7405 $ 670,775
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ ALL			_X_ ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide professional development and time to ensure effective implementation of standards aligned instructional materials.	Funding Source: $204,000 CCSS	Conducted Professional Development in writing in November and January on designated staff development days Provided 3 release days per teacher. .	Common Core: 7405 $176,174
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Establish cloud-based data base to collect, develop and organize instructional materials and resources aligned to the Common Core State Standards	Funding Source: $50,000 CCSS Other State Revenue	Purchased EdCaliber an online curriculum management system, which provided instructional materials and resources aligned to the California standards.	Common Core:7405 $45,598
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to purchase technology devices to support standards-based instruction, materials, and student learning and achievement	Funding Source: $100,000 CCSS Other State Revenue, $650,000	Purchased chrome books and carts for school sites to have 1:1 access in grades 4-8.	Shoreline: 9010 $750,000

		Shoreline Local Revenue			
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Continue the use of Special Education iPad devices by special education teachers		MVEF $25,000	Special Education teachers continued to expand use of Special Education iPad devices for California standards and data applications to measure progress.		MVEF:9010 $25,000 CC:951207
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Disabilities_			__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Disabilities_		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The transition to the new California standards without materials has been overwhelming for teachers. This year, the District narrowed its focus to math and technology programs. Next year, the District will turn it's focus to researching, reviewing, piloting and recommending materials for English Language Arts/English Language Development/Literacy pending a list of approved materials from the state, expand the use of Lexia, and continue to research software. As we reviewed the LCAP it was decided that the sub-goals including goal 2A were actually actions. Goal two was revised and refined into one goal: *Improve achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups.*

Original GOAL	**2B. Standards aligned instructional practices that address the needs of all subgroups**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__

from prior year LCAP		COE only: 9__ 10__ Local: Specify _District 1, 3, Title III
Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools
	Applicable Pupil Subgroups:	ELLs, SED, and SPED

Expected Annual Measurable Outcomes	Baseline data from CAASPP and District Benchmarks Completion of Professional Development Plan Implementation of Professional Learning Communities	Actual Annual Measurable Outcomes	Baseline data was collected and analyzed from the new district benchmarks in English Language Arts (grades 1-8), Math (grades K-5), and Writing (grades TK-8) There was a higher percentage of students scoring proficient and advanced in the lower grade levels than in the upper grades. An achievement gap does exist between our school-wide percentages and those of our English Learners, Low Income students, and Students with Disabilities. English Language Arts –% proficient or advanced • Overall 45 • English Learners 10 • Low Income 15 • Students with Disabilities 20 Math –% proficient or advanced • Overall 60 • English Learners 20 • Low Income 20 • Students with Disabilities 20 Writing –% proficient or advanced • Overall 55 • English Learners 20 • Low Income 20 • Students with Disabilities 20 CAASPP results will be reviewed when released Collected collaboration meeting notes

LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Expand instructional coaches to include one coach at each school site. Add an additional coach to support math instruction and achievement at the middle schools	Funding Source: $444,857 LCFF Supplemental Other State Revenue $417,753 Shoreline Local Revenue	Hired 10.0 FTE Instructional Coaches one per school site and a designated instructional coach for all district middle school math teachers	Committed Reserves: $ 982,175
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide District and site based professional development on the CCSS in ELA and Math, and on the Literacy standards for content and technical subjects teachers	Included in base salary	Sites dedicated at minimum 1 staff meeting per month and teachers released one collaboration period per month in support of professional development and planning for the new California standards. Each site developed their own agendas based on teacher needs. In addition, 1.0 days of professional learning was devoted to writing instruction with a focus on opinion/argument writing (. 5 on November 21st and .5 on January 5th).	Included in base salary
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Partner with Science is Elementary to provide professional development and mentoring to a cohort of elementary teachers in with a focus on Next Generation Science Standards and the Common Core Standards	Funding Source: 25,000 Shoreline, local revenue	Cohort of teachers participated in training on June 9, 10, and 11 2014 as well as August 11, 2014. Each teacher received mentoring throughout the school year and was compensated for extra planning time to work on developing and refining Next Generation Science Standards and California standards aligned units.	Shoreline: 9010 $25,000
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide release time with coaching support for teachers to collaboratively plan, implement, assess, and revise standards based lessons	Funding Source Supplemental Other State Revenue: $150,000 PD	Every teacher was provided 3 release days to collaboratively plan, implement, assess and revise standards based lessons with grade level or department teams with support from their site instructional coaches.	Common Core :7405 $176,174
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide professional development and support for special education teachers and other support staff (SLP, Psychologist, OT, PT) to write CCSS aligned IEP goals	Funding Source: $5,000 Local Assistance Revenue	Professional Development regarding aligning IEP goals to CCSS was provided by WestEd in March 2014 and January 2015. Training occurred during regular staff time so cost of training was limited to presenter fees.	Federal: 3310 $2,000
Scope of service: LEA Wide __ALL		Scope of service: LEA Wide __ALL	

OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Students with Disabilities_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Students with Disabilities_____	
Provide professional development and support for special education teachers and other support staff to implement Universal Design Learning strategies to support CCSS	Funding Source: $5,000 Local Assistance Revenue	Professional Development on Universal Design Learning Strategies was provided by WestEd in March 2014. Training occurred during regular staff time so cost of training was limited to presenter fees.	Federal: 3310 $2,000
Scope of service: LEA Wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Students with Disabilities_____		Scope of service: LEA Wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Students with Disabilities_____	
Begin implementation of the District's technology matrix in grades K-8 to support instruction, student learning, and achievement	Funding Source: $5,000 Shoreline Local Revenue	A technology skills matrix was created for grades K-8 to support instruction, student learning, and achievement. The matrix was not formally rolled out to teachers so no money needed to be spent. The new technology TOSA hired for 2015-16 will facilitate the rollout.	No spending
Scope of service: LEA Wide _XALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___SpEd_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___SpEd_____	
Provide professional development for teachers on the District technology matrix to support use of technology for instruction, student learning, and achievement	Funding Source: $5,000 LCFF Supplemental	Not yet accomplished. Training and support regarding technology will be provided in the 2015-16 school year by the Technology TOSA.	No spending

		Other State Revenue			
Scope of service:	LEA Wide		Scope of service	LEA Wide	
_XALL			_XALL		
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Students with Disabilities_____			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Students with Disabilities_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teachers were overwhelmed with the implementation of the Common Core State Standards in English Language Arts and Math. Several teachers dropped out of the cohort with Science is Elementary. The program in its current form will not continue next year. Instead, Science is Elementary is working on a grant and will support one school in 2015-16 who are early adopters of Next Generation Science Standards. Additionally, it is clear that teachers need more professional development and planning time to continue deepen their understanding and learn about Common Core State Standards. Next year, optional training will be offered in Math before school starts and two days in August and two days in January will be devoted to Professional learning and planning. Release days for planning with coaches were valued by teachers and administrators. While we provided 3 days this year, during the last round there were substitute issues. Next year the plan is to provide two days and also weave in some professional learning on the English Language Arts/English Language Development/Literacy standards at the beginning of each day. Based on input, coaches were a valued part of the instructional program in the district. The District will again allocate funds for coaches in 2015-16, but due to rising costs of Beginning Teacher Support and Assessment and induction, no dedicated Beginning Teacher Support and Assessment coach will be hired and the support of new teachers will be rolled in to the duties of the instructional coaches. The District will also support adding a coach to support the Dual Immersion School. The technology matrix was created but no professional development or formal rollout occurred. Next year, the district will hire a technology Teacher on Special Assignment (TOSA) to support this goal and the use of instructional technology in classrooms. As we reviewed the LCAP it was decided that the sub-goals including goal 2b were actually actions. Goal two was revised and refined into one goal: *Improve achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups.*

Original GOAL from prior year LCAP:	**2C. Implementation of Common Core English Language Arts standards in tandem with the Common Core State Standards**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify 2C:ELA, 2:Math District Goal 1
Goal Applies to:	Schools: Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools	
	Applicable Pupil Subgroups: ELLs, SED, and SPED	

Expected Annual Measurable Outcomes:	Meet or exceed Annual Measureable Achievement Objective (AMAO) 1 and Annual Measureable Achievement Objective (AMAO) 2 targets. 62.2% of students increased one proficiency level on the California English Language Development Test (CELDT). Annual Measureable Achievement Objective (AMAO) 2 < 5 yrs 29% Annual Measureable Achievement Objective (AMAO) 2 > 5 yrs 52.9% Obtain baseline data from district benchmarks aligned to Common Core State Standards (CCSS) for English Language Arts, writing and math. Obtain baseline data from California Assessment of Student Progress and Performance (CAASPP) Observation Tool developed and piloted	Actual Annual Measurable Outcomes:	Exceeded Annual Measureable Achievement Objective (AMAO) 1 target of 62.2% by 7.5% Exceeded Annual Measureable Achievement Objective (AMAO) 2<5 target of 29% by 4.4% Exceeded Annual Measureable Achievement Objective (AMAO) 2.5 target of 52.9 by 3% Baseline data was collected and analyzed from the new district benchmarks in English Language Arts (grades 1-8), Math (grades K-5), and Writing (grades TK-8) There was a higher percentage of students scoring proficient and advanced in the lower grade levels than in the upper grades. An achievement gap does exist between our school-wide percentages and those of our English Learners, Low Income students, and Students with Disabilities. English Language Arts –% proficient or advanced • Overall 45 • English Learners 10 • Low Income 15 • Students with Disabilities 20 Math –% proficient or advanced • Overall 60 • English Learners 20 • Low Income 20 • Students with Disabilities 20 Writing –% proficient or advanced • Overall 55 • English Learners 20 • Low Income 20

			• Students with Disabilities 20 Baseline data on California Assessment of Student Progress and Performance (CAASPP) will be collected Draft observation tool developed, but no data collected

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Provide District and site based professional development on the Common Core English Language Development Standards and how to integrate them with the new California standards in English Language Arts/Literacy and Math	Funding Source: $85,821 TOSA and $56,768 Release Time Title III Federal Revenue	Conducted 2 professional development days for sites Provided 3 release days for every teacher for planning with his or her grade level colleagues and site instructional coach. One instructional coach per site provided for support One district dedicated English Language Learner Teacher of Special Assignment (TOSA) provided for specific English Language Development support Conducted professional learning on the English Language Development standards for coaches, teachers and administrators. This was done by EL TOSA for Title III money was not the primary source of spending	Title III: $47,121 $7,316 CCSS 7405 $176,174 Title II: 18,869
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide release time with coaching support for teachers to collaboratively plan, implement, assess, and revise standards based lessons that incorporate the Common Core English Language Arts Standards	Funding Source: Summer Lab 150,000 Release days Coaching support LCFF	Provided 3 release days for every teacher with coaching support to collaboratively plan with grade level colleagues to implement, assess, and revise standards based lessons that incorporate the Common Core English Language Development Standards Conducted Summer Lab	LCFF Supplemental Coaches $1,011,934 Google: 9010 Summer Lab

		$204,000 Coaches $1,011,934 Google: 9010	One instructional coach per site provided this support		$77,963 CCSS 7405 $176,174
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide professional development and support for special education teachers and other support staff to write Common Core State Standards aligned Individualized Education Plan (IEP) goals which incorporate the Common Core English Language Development Standards		Funding Source: WestEd Local Assistance: $5000	Professional Development regarding aligning Individualized Education Plan goals to Common Core State Standards was provided by WestEd in March 2014 and January 2015.		Federal Revenue 3010: $4,000
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Disabilities_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Diabilities_____		
Provide professional development for teachers to support the use of technology for instruction that incorporate the Common Core English Development Standards		Funding Source: Title III 29,508	Provided 1.5 hours of training on Lexia software that addresses the Common Core State Standards foundation skills to 12 teachers/coaches. The District was able to utilize the English Learner TOSA to provide staff development instead of hiring outside consultant		Title III $17,516
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to provide and increase opportunities for professional learning on Common Core State Standards and the English Language Development standards to all teachers. More specific professional development in English Language Arts/English Language Development needs to be incorporated in the new plan along with continuing to provide release time for planning. Develop a system to provide feedback to teachers on progress toward this goal. Develop a structure for teachers to work with instructional coaches to implement the new English Language Arts/Literacy and English Language Development standards in tandem within the instructional day. Release days for planning with coaches were valued by teachers. And administrators. While we provided 3 days this year, during the last round there were substitute issues. Next year the plan is to provide two days and also weave in some professional learning on the English Language Arts/Literacy and English Language Development standards at the beginning of each day. As we reviewed the LCAP it was decided that the sub-goals including goal 2c were actually actions. Goal two was revised and refined into one goal: *Improve achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups.*

Original GOAL from prior year LCAP:	**2D. Implementation of research based instruction for English Language Development and academic content language aligned to Common Core State Standards and English Language Development standards**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _2D, District Goal 1_

Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools
	Applicable Pupil Subgroups:	ELLs, SED, and SPED

Expected Annual Measurable Outcomes:	Increase in the number of teachers implementing research based instruction for English Language Development and academic language in content areas	Actual Annual Measurable Outcomes:	Conducted professional learning on English Language Development standards for coaches, teachers and administrators. One instructional coach assigned to each site to support teachers. English Language Arts/English Language Development Teacher on Special Assignment (TOSA) provided

			professional development and support to sites One round for Theuerkauf School staff, and two other rounds for instructional coaches, interested teachers and administrators. More elementary and middle school teachers were trained in Systematic English Language Development for support in implementation English Language Development research based instruction. 86% of elementary staff trained. 100% of middle school teachers teaching English Language Development trained. More middle school teachers were trained in Constructing Meaning. 83% of middle school content teachers trained.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Provide professional development of Common Core aligned Systematic English Language Development and Constructing Meaning to support effective instructional practices in English Language Arts/Literacy and English Language Development for English Language Learners		Funding Source: $19,000 Title III, Federal Revenue Coaching support outlined in Section 2B and 2C	Conducted one round of Systematic English Language Development training. Thirteen teachers trained. Conducted one round of Constructing Meaning training. Four more middle school content teachers trained.		$9,774 Title III
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Monitor the implementation of instructional practices of Systematic ELD and Constructing Meaning through the use of observation tools.		Funding Source: Title II $29,500	Monitoring was done by English Learner TOSA and Assistant Superintendent		No funding was allocated – included in base salaries

Scope of service	LEA Wide		Scope of service	LEA Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district was unable to gather data on the implementation of research-based instruction for English Language Development and academic language in content areas being conducted in the classrooms. A way to monitor and support the implementation of research based instruction for English Language Development and academic language in content areas needs to be developed. As we reviewed the LCAP it was decided that the sub-goals including goal 2d were actually actions. Goal two was revised and refined into one goal: *Improve achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups.*

Original GOAL from prior year LCAP	**3A. Increased student achievement**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _

Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools
	Applicable Pupil Subgroups:	All including ELLs, SED, and SPED

Expected Annual Measurable Outcomes:	Baseline data from new California Assessment of Student Progress and Performance (CAASPP) assessments Baseline data from new District assessments Mathematics Diagnostic Testing Project (MDTP) results	Actual Annual Measurable Outcomes:	**California Assessment of Student Progress and Performance (CAASPP) data expected in June 2015** **Benchmark data:** Baseline data was collected and analyzed from the new district benchmarks in English Language Arts (grades 1-8), Math (grades K-5), and Writing (grades TK-8) Baseline data was collected and analyzed from the new district benchmarks in English Language Arts (grades 1-8), Math (grades K-5), and Writing (grades TK-8) There was a higher percentage of students scoring proficient and advanced in

the lower grade levels than in the upper grades. An achievement gap does exist between our school-wide percentages and those of our English Learners, Low Income students, and Students with Disabilities.

English Language Arts –% proficient or advanced

- Overall 45
- English Learners 10
- Low Income 15
- Students with Disabilities 20

Math –% proficient or advanced

- Overall 60
- English Learners 20
- Low Income 20
- Students with Disabilities 20

Writing –% proficient or advanced

- Overall 55
- English Learners 20
- Low Income 20
- Students with Disabilities 20

Mathematics Diagnostic Testing Project (MDTP) results:
The district was planning to move forward piloting the Common Core aligned field assessments from the Mathematics Diagnostic Testing Project. When the middle school math teachers reviewed the field tests they felt they were not any different than the previous versions so the District restructured the assessments for Middle school math as follows. Data will be analyzed over the summer and adjustments made for 2015-16.

Sixth Grade

6	6.2
MDTP pre-algebra Readiness	MDTP Algebra Readiness
Interim 6 cumulative	Interim 6 cumulative
6.0 exit exam	6.2 exit exam

Seventh Grade

7	7.1	
MDTP Algebra Readiness	MDTP Algebra Readiness	MDTP Algebra Readiness
Interim 7 cumulative	Interim 7 cumulative	Interim 7 cumulative
7.0 exit exam	7.1 exit exam	7.2 exit exam

Eighth Grade

8	8.1	
MDTP Algebra Readiness	MDTP Algebra Readiness	MDTP Geometry Readiness
Interim 8 cumulative	Interim 8 cumulative	Interim 8 cumulative
MDTP algebra Readiness	MDTP geometry Readiness	MDTP Algebra 2 Readiness

SBAC results: Unfortunately, the District has been unable to retrieve the results for any students in grades 6-8 who took the assessments with few exceptions. We have been working with CAASPP but there has been no resolution as of May 11, 2015 and we began testing on Tuesday, April 21st In addition, the small number of results we did receive for the Interim Assessment Block tests were not useful to teachers because the reported data was not useful to drive instruction. It only reported if a student was
Below standard, at or near standard, or above standard and no other details to support teachers improve results.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Work with teachers and administrators to align District assessment system to CCSS to support and monitor	Funding Source: Included in	Task forces including teachers, instructional coaches, and administrators worked throughout the year to develop	CCSS: 7405 $176,174

<table>
<tr>
<td>achievement throughout and across school years</td>
<td>CCSS professional development - $204,000</td>
<td>Common Core aligned ELA, Math, and Writing District Assessments.
The Task Forces met on the following dates...
<table>
<tr><th>Assessment Task Force</th><th>Literacy Task Force</th></tr>
<tr><td>9/2/14</td><td>7/28/14</td></tr>
<tr><td>9/9/14</td><td>8/28/14</td></tr>
<tr><td>9/15/14</td><td>9/11/14</td></tr>
<tr><td>9/25/14</td><td>9/23/14</td></tr>
<tr><td>10/10/14</td><td>10/3/14</td></tr>
<tr><td>1/13/15</td><td>10/9/14</td></tr>
<tr><td></td><td>10/23/14</td></tr>
<tr><td></td><td>11/4/14</td></tr>
<tr><td></td><td>11/10/14</td></tr>
</table>
Assessments were administered in February. Data was collected and analyzed. Information was provided to all teachers regarding the analysis and use of data to guide instruction.</td>
<td></td>
</tr>
<tr>
<td>Scope of service: LEA Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td></td>
<td>Scope of service: LEA Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td></td>
</tr>
<tr>
<td>Expand Instructional coaching staff to support the implementation of effective instructional strategies, use of data to drive instruction, and increase student achievement at all sites including a dedicated coach for middle school math</td>
<td>Funding Source: Included in 2B $444,857 LCFF Supplemental and Other State Revenue $417,753 Shoreline Local Revenue</td>
<td>10.0 FTE coaches were hired. Each elementary and middle school had a full time coach. The middle schools shared a Math Coach to support the implementation of the middle school math pathways.</td>
<td>Same as above Committed Reserves: $982,175</td>
</tr>
<tr>
<td>Scope of service: LEA Wide
__ALL</td>
<td></td>
<td>Scope of service: LEA Wide
__ALL</td>
<td></td>
</tr>
</table>

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop professional learning communities for teachers to collaborate to improve student achievement	Funding Source: LCFF Supplemental: 0000 $110,000 Coaches $1,011,934 Google: 9010	Provided 3 release days for grade level or department teams to collaborate and plan to increase student achievement using the Professional Learning Communities model. Teachers at all sites are provided with grade level meeting time to collaborate to improve student achievement.	Same as above Coaches $982,175 Google: 9010 Release Days CCSS 7405 $176,174
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Revise elementary report card to align with CCSS. Include a parent guide to the new report card	Funding Source: Included in CCSS professional development - $204,000	The Report Card Task Force, including members from all sites and grade levels (K-5), began meeting during the spring of 2014 to realign the K-5 report cards to address the Common Core State Standards. The task force met many times and sought feedback from colleagues in order to create the report cards. Changes were made to the academic standards and life skills section based on the recommendations of the task force. The new report cards are being used in the 2014-15 school year. The task force will provide opportunities for all teachers to give feedback and suggestions for revision. The report cards will be revised and refined for the 2015-16 school year. A companion document explaining all of the changes and new features on the report cards was created for parents and teachers. Companion documents for parents were	CCSS: 7405 $150,000

			shared during the fall parent/teacher conferences, attached to the new report card, and posted on the district website for parents to view.		
Scope of service:	Elementary Schools		Scope of service:	Elementary Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide training for administrators, parents, and teachers on the new elementary report card		No funding required.	Training on the new report cards was provided to all principals, assistant principals, and leadership team members on October 7, 2014. Principals then trained all teachers at staff meetings during the month of October. Four training videos regarding all aspects of the new report cards were created and included on the district Wiki in order to allow administrators and teachers access to training and information at any time. Report card companion documents were created for both teachers and parents. Teachers shared the companion documents with parents during the fall parent / teacher conferences. Samples of the report cards and the companion documents (in English and Spanish) were posted on the district website for parents to view.		No funding required
Scope of service:	Elementary Schools		Scope of service:	Elementary Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide support for site specific and District sponsored enrichment opportunities at all school sites		Funding Source: Allocation to	The District has stopped formally identifying students as Gifted and Talented. This ended when state funding for		Parcel Tax:0000 $50,000

		sites $57,500 Parcel Tax Local Revenue	Gifted and talented Education was eliminated. The District still wants to support enrichment opportunities for students. Money was allocated from the District Parcel Tax to provide schools funding to continue Gifted and Talented Education type activities. Schools have discretion over the funding and are using it to offer, Destination Imagination, Lego Robotics, Speech and Debate, Coding and a variety of other programs.		
Scope of service:	LEA Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide support for site Response to Intervention and Instruction (RTI2) programs for all students		Funding Source: Intervention, LCFF Supplemental $708,609 Hire a District Educational Services Coordinator Funding Source: $134,667, Lottery, State Revenue	Funding was allocated to all sites for intervention. The Kid Talk Process is being used at all sites to identify students in need of interventions. Educational Services Coordinator hired in July 2014.		LCFF Supplemental: 0000 $701,206 CC:709200 Lottery:1100 $137,152
Scope of service:	LEA Wide __ALL		Scope of service:	LEA Wide __ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Analyze data for students receiving Special Education Services to ensure proportionate and equitable access and achievement for each student	No funding required	California Assessment of Student Progress and Performance results will be disaggregated when available in order to analyze data for students receiving Special Education Services	No funding spent
Scope of service: LEA Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop an expansion plan for early childhood education	No funding required	The District has an interest in expanding opportunities for preschool enrollment. Our preschool director reported on the status of preschool, and challenges and funding required to expand our current program to the Board of Trustees on 4.2.15. For 2015-16 and 2016-17 our District will be supporting the cut in funding our District is receiving from the elimination of First 5 funding so we can maintain current programming. We will continue to work on a plan for expansion in 2015-16.	No funding required
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress	The District assessment process for all grades continues to need refinement. The Assessment, Literacy Committee, and Report Card Task Force, will combine into one group and a new Task Force will be convened for the purpose of selecting new materials for English Language Arts/English Language Development, and Literacy.		

and/or changes to goals?	96% parents agreed or strongly agreed that students should have opportunities for a broad course of study, which includes enrichment. . When asked, what else can the school do to better support you, students responded with over 1400 suggestions, many of which included ideas for enrichment activities. All sites offer a variety to enrichment opportunities. Next year, the district will audit the offerings at all school sites in order to support more consistent opportunities for students. The District will continue to work on an expansion plan for Preschool. This year, information was presented to the Board of Trustees, but a complete plan was not created. The District will support the loss of funding incurred with the elimination of funding from First 5. This goal is more aligned with Goal 2 and will be addressed in Goal 2 in 2015-16: *Improve achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups.*

Original GOAL from prior year LCAP	Goal 3B: English Learners attaining proficiency in English acquisition and academics.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _Goal 3B, District Goal 1_
Goal Applies to	Schools: Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools	
	Applicable Pupil Subgroups: ELLs, SED, and SPED	

Expected Annual Measurable Outcomes	Meet or exceed Annual Measureable Achievement Objectives (AMAO) 1 and Annual Measureable Achievement Objectives (AMAO) 2 targets. 62.2% of students increased one-proficiency level on the California English Learner Development Test (CELDT). Annual Measureable Achievement Objectives (AMAO) 2 < 5 yrs. 29% Annual Measureable Achievement Objectives (AMAO) 2 > 5 yrs. 52.9% Obtain baseline data from district benchmarks aligned to Common Core State Standards for ELA, writing and math. Obtain baseline data from California Assessment of Student Progress and Performance	Actual Annual Measurable Outcomes	Exceeded Annual Measureable Achievement Objectives (AMAO) 1 target of 62.2% by 7.5% Exceeded Annual Measureable Achievement Objectives (AMAO)2<5 target of 29% by 4.4% Exceeded Annual Measureable Achievement Objectives (AMAO) 2.5 target of 52.9 by 3% Baseline data on benchmarks collected Baseline data was collected and analyzed from the new district benchmarks in English Language Arts (grades 1-8), Math (grades K-5), and Writing (grades TK-8) There was a higher percentage of students scoring proficient and advanced in the lower grade levels than in the upper grades. An achievement gap does exist between our school-wide percentages and those of our English Learners, Low Income students, and Students with Disabilities.

			English Language Arts –% proficient or advanced • Overall 45 • English Learners 10 • Low Income 15 • Students with Disabilities 20 Math –% proficient or advanced • Overall 60 • English Learners 20 • Low Income 20 • Students with Disabilities 20 Writing –% proficient or advanced • Overall 55 • English Learners 20 • Low Income 20 • Students with Disabilities 20 Baseline data on CAASPP will be collected

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Provide quality English Language Development instruction for all English Language Learners on a daily basis		Professional Development: 715600 $5,000	Conducted professional learning at every site on the importance of student talk and collaboration. Developed district writing assessments for all text types.		Professional Development: 715600 $5000
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services,	This goal is more in alignment with Goal 2. District benchmark data indicates significant achievement gap for English Language Learners. Teachers need more professional learning and support to assist English Learner

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	achievement in the content areas. This goal will be addressed in Goal 2 in next year's LCAP.

Original GOAL from prior year LCAP	3C. Increasing English learner reclassification rates	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _Goal 3C, District Goal 1
Goal Applies to:	Schools: Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools	
	Applicable Pupil Subgroups: ELLs, SED, and SPED	

Expected Annual Measurable Outcomes	Meet or exceed Annual Measureable Achievement Objectives (AMAO) 1 and Annual Measureable Achievement Objectives (AMAO) 2 targets. 62.2% of students increased one proficiency level on the California English Language Development Test (CELDT). Annual Measureable Achievement Objectives (AMAO) 2 < 5 yrs. 29% Annual Measureable Achievement Objectives (AMAO)2 > 5 yrs. 52.9% Obtain baseline data from district benchmarks aligned to Common Core State Standards for English Language Arts, writing and math. Obtain baseline data from California Assessment of Student Progress and Performance (CAASPP) 2% Increase in reclassification rates	Actual Annual Measurable Outcomes	Exceeded Annual Measureable Achievement Objectives (AMAO) 1 target of 62.2% by 7.5% Exceeded Annual Measureable Achievement Objectives (AMAO) 2<5 target of 29% by 4.4% Exceeded Annual Measureable Achievement Objectives (AMAO) 2.5 target of 52.9 by 3% Baseline data on benchmarks collected Baseline data was collected and analyzed from the new district benchmarks in English Language Arts (grades 1-8), Math (grades K-5), and Writing (grades TK-8) There was a higher percentage of students scoring proficient and advanced in the lower grade levels than in the upper grades. An achievement gap does exist between our school-wide percentages and those of our English Learners, Low Income students, and Students with Disabilities. English Language Arts –% proficient or advanced • Overall 45 • English Learners 10 • Low Income 15 • Students with Disabilities 20 Math –% proficient or advanced • Overall 60 • English Learners 20

			• Low Income 20 • Students with Disabilities 20 Writing –% proficient or advanced • Overall 55 • English Learners 20 • Low Income 20 • Students with Disabilities 20 Baseline data on the California Assessment of Student Progress and Performance (CAASPP) will be collected and analyzed in Summer 2015 Reclassification rates will be determined by May 30, 2015.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Implementation of researched based programs and practices to support language acquisition and content learning		Funding Source; LCFF Supplemental: 0000 $110,000 Coaches $1,011,934 Google 9010	Implementation of EL Achieve Instructional Units for English Language Development instruction Increased use of structured language routines in classrooms		LCFF Supplemental: 0000 $110,000 Coaches $982,175 Google 9010
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal is more in alignment with Goal 2 and needs to be consolidated into Goal 2. Teachers need more support with developing action plans to support students to meet criteria for reclassification. There is a need to work on writing skills for English Language Learners because the data is showing us that meeting the writing criteria for reclassification is the biggest challenge for our English Language Learners.

Original GOAL from prior year LCAP:	**3D. Decreasing the number of students who are classified as Long Term English Learners**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _
Goal Applies to:	Schools: Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools	
	Applicable Pupil Subgroups: ELLs, SED, and SPED	
Expected Annual Measurable Outcomes:	Decrease the number of Long Term English Learners by 2%	Actual Annual Measurable Outcomes: To be determined by May 30, 2015.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Implementation of researched based programs and practices to support language acquisition and content learning to assist English Learners to meet reclassification criteria within 6 years of instruction in the United States	Funding Source: Summer school LCFF Supplemental 0000 $140,000 ELL Coach Title III $85,821	Purchased Lexia program for all Long Term English Language Learners in grades 4-8 Implementation of English 3D for middle school Long Term English Language Learners Provided professional development in the use of Lexia and English 3D	Included in software: Suppl:000 $1003,312 Title III $56,605
Scope of service: LEA Wide __ALL OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide __ALL OR: __Low Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services: Lexia usage reports indicated low levels of usage at most school sites. Sites in which Lexia was used as an

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	intervention, showed an increase in achievement. Will limit purchases of Lexia. Need to provide more professional learning for use of blended learning in the classrooms.

Original GOAL from prior year LCAP:	**3E. Access and achievement in a broad course of study**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _

Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools
	Applicable Pupil Subgroups:	ELLs, SED, and SPED

Expected Annual Measurable Outcomes:	Audits of School Schedules Baseline results from Teacher Input Baseline results from Parent Survey Baseline results from Student Survey	Actual Annual Measurable Outcomes:	School schedules reviewed. All schools offer a variety learning opportunities for students including Art, Music, PE, and electives. Elementary teachers indicated that they would like to see an increase in art/music offerings According to the parent survey, 96% of parents surveyed agreed or strongly agreed that access to a broad course of study is important. It is apparent from the 1453 student suggestions for courses and enrichment opportunities that a broad course of study is highly valued. More work will be done in 2015-16 to expand offerings.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Continue to offer supplemental music, art, and P.E. programs to all students in grades K-5	Funding Source: Total $662,371, $347,885 Parcel Tax, $ 314,486 MVEF Local Revenue,	The District maintained current levels of art, music and P.E. in grades K-5. **Art** K-2: 9 1 hour lessons per year by staff from the Community School of Music and Art (CSMA) 3-4: 16 one hour lessons by staff from CSMA	Parcel Tax:0000 $336,564 MVEF:9010 $336, 628

			5: 33 weeks for students who choose art instead of instrumental music **Music:** K-2: 16 30 minutes lessons by staff from CSMA 3-4: 16 one- hour lessons by staff of CSMA (4th grade learners to play the recorder) 5: 33 weeks of instrumental music for students who choose to play an instrument instead of take art by staff from CSMA. **P.E** 1-3: One period of PE per week provided by the YMCA or Playworks 4-5: 2 periods of PE per week provided by Rhythm and Moves		
Scope of service	Elementary Schools		Scope of service	Elementary Schools	
_X ALL			_X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Work with sites to develop and expand enrichment opportunities for students in grades K-5		Funding Source: $57,500 Parcel Tax Local Revenue	Audited the amount of music and art each site was providing. Parent survey results showed that 19.4% of parents agreed that access to art and music were important and 69.7% of parents strongly agreed that access to art and music were important. According to the District LCAP Student Survey, over 100 students in grades 4-8 expressed that they would like additional art and music opportunities. The District will increase the amount of art and music for students in 2015-16 based on input from teachers, parents, and students.		Parcel Tax local revenue $50,000
Scope of service	Elementary Schools		Scope of service	Elementary Schools	
__ALL			__ALL		

OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Develop master schedules at middle schools and provide appropriate staffing to support the new Common Core math pathways to 8th grade Common Core math, Algebra 1, and Geometry		Funding Source: $254,907 LCFF Supplemental, State Revenue	The District implemented new middle school math pathways to support the changes with the Common Core State Standards. Students have the opportunity to leave 8th grade completing, 8th grade common core math, Algebra 1, or Geometry. In order to support the transition, the District allocated funding to the middle schools to hire additional Math teachers so that two periods of math could be offered for all students. The extra period would support filling the gaps left with the change in standards, as well as the need to cover 4 years of math in 3 years for students in the Algebra I Pathway and 5 years of math in 3 years for students in Geometry pathway. This year all students at Graham Middle School had two periods of math and 80% of students at Crittenden Middle School had two periods of math. According to the parent survey, 94% of parents agreed or strongly agreed that the additional period of math was important to support students.		Shoreline:9010 $281,158 Shoreline
Scope of service:	Graham and Crittenden		Scope of service:	Graham and Crittenden	
_X ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Expand Spanish content area classes to grade eight to allow students from Dual Immersion to continue to attain proficiency in Spanish		Funding Source: Included in Regular Education, LCFF Base Grant, State Funding	Graham Middle School provided Social Studies classes in Spanish in 6th and 8th grade for students coming from the District Dual Immersion Program or with identified fluency is Spanish. The original plan was to expand to all grades, but the District could not find a qualified teacher.		No additional Funding required
Scope of	Graham		Scope of	Graham	

service:			service:		
__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Continue to partner with the Science by Nature Collaborative and Living Classroom to provide additional environmental education opportunities for students		Funding Source: $28,200 Living Classroom, Local Revenue, $14,500 MVEF Local Revenue	The District partners with the Science by Nature Collaborative and Living Classroom to offer students programming in environmental science. The Science By Nature Collaborative in partnership with the District provided each 4th grade class with two in class programs and 1 field trip and each 5th grade class with 1 in class program and 2 field trips, and 6th grade students have a one day field trip to by the any of the following providers: Environmental Volunteers, Hidden Villa, Youth Science Institute, Marine Science Institute, the Santa Clara County Audubon Society, and Walden West. In addition all 5th graders have the opportunity to attend science camp at Walden West This year there was a pilot for 8th graders attending Yosemite with the Nature Bridge outdoor school. The plan is to expand to offer this to all students. Living Classroom offers hands - on, garden-based programming to all K-3 classrooms. This year it is anticipated that 463 lessons will be delivered.		MVEF:9010 $31,000 MVEF: 9010 14,500
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a	The District will increase the amount of art, music, and PE for students in grades K-5 in 2015-16 based on input from teachers, parents, and students.				

result of reviewing past progress and/or changes to goals?	The District will continue to offer environmental education opportunities and look to expand options for students in 7th grade

Original GOAL from prior year LCAP:	**3F. Acquisition of 21st century learning skills**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _

Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools
	Applicable Pupil Subgroups:	ELLs, SED, and SPED

Expected Annual Measurable Outcomes:	Walkthroughs conducted Increase in number of students participating in Project Based Learning experienced Increase in number of teachers trained in Project Based Learning Develop system for collecting data on student use of technology	Actual Annual Measurable Outcomes:	Some walkthroughs were conducted by members of the Leadership Team Students at Stevenson and Crittenden schools continued to participate in Project Based Learning as well as students at Monta Loma and Landels as of 2014-15. An additional 37 staff members were trained in Project Based Learning in 2014-15 Crittenden had an additional 6 teachers trained. Monta Loma trained 21 teachers, 1 coach, and 1 administrator. Landels trained 6 teachers, 1 coach, and 1 administrator. Training for Monta Loma and Landels was done through the Buck Institute. Crittenden's training was provided by its own cohort of teachers Data on student use of technology is currently being reviewed.

LCAP Year: 2014-15

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

Increase the use of blended learning in all classrooms through professional development and coaching on implementation including management of devices and effective strategies.		LCFF Supplemental 0000 $110,000 Google 9010 $1,011,934	Lexia, ST Math, iReady, Google Classroom, GoogleDocs have been used in various classrooms throughout the year. Summer School 2015 to focus on a Blended Learning model. Professional Development related to Blended Learning will be provided to all teachers participating in Summer School.		Suppl: 000 $100,322 LCFF Supplemental 0000 $77,963
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X ALL			_X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Support implementation of Project Based Learning		Funding Source: $50,000 Google Grant Carryover, Local Revenue	Crittenden expanded PBL Monta Loma teachers and the 4th and 5th grade teachers at Landels were trained in Project Based Learning by the Buck Institute Stevenson continues to focus on PBL.		Shoreline: 9010 $12,450
Scope of service	LEA Wide		Scope of service:	LEA Wide	
_XALL			_XALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Explore additional resources and materials to support personalized learning		Funding Source: $100,000 Lottery Instructional Materials, Other State Revenue	Lexia piloted for Long Term English Language Learners and implemented school wide at Theuerkauf Imagine Learning piloted for Newcomers and Special Education Rosetta Stone expanded for Newcomers iReady being piloted at Landels		Supplemental: 0000 100,322
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_XALL			_XALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop or adopt a 21st Century Learning Framework and provide professional development to teachers to begin implementation	Funding Source: Shoreline 9010 $50,000	Not yet completed and no funding expended. The district realized that the 21st Century goal needed to be separated. There is a need to focus on 21st Century skills. The district will focus on this for the upcoming year.	No funding for 2014-15
Scope of service: LEA Wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 3 will be revised in the 2015-16 LCAP to reflect a more focused effort on 21st Century Skills. Academic skills in the area of English Language Development will be moved to Goal 2. The LCAP input from the district indicated a need for a technology teacher on special assignment (TOSA) in an effort to support teachers in implementing new technology skills in their classrooms. The District will hire a Technology TOSA in 2015-16 as a pilot.		

Original GOAL from prior year LCAP:	4A: Developing and implementing a comprehensive Response to Intervention and Instruction plan		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _
Goal Applies to:	Schools: Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools		
	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Refine existing RTI2 plan Develop comprehensive plan 5% decrease in suspension rate 15% decrease in suspension of Hispanic/Latino students Set up process and collect data on referrals to office, SST,	Actual Annual Measurable Outcomes:	Sites have continued to use existing RTI2 plans. The plans will be expanded next year with a focus on English Language Learners and academically advanced students. The baseline data collected is a 2.3% suspension rate. There was a 2% increase of suspensions for Hispanic/Latino

	and Special Education Analyze data and set targets for 15-16 Maintain 0% expulsion rate		students. The process for collecting and storing data on referrals to the office, SSTs and Special Education was reviewed with the Leadership Team. Data will be analyzed at the end of the year. Expulsion rate remains 0%

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Expand, refine, and implement a comprehensive Response to Intervention and Instruction plan	CCSS 7405 $204,000	All sites have continued to use KidTalk and student interventions. Information was collected on the process, procedures, and intervention plans at all sites. All sites are using the KidTalk process and have interventions for students. Many sites felt that the interventions could be improved. The information collected from site administrators will be used to refine the process and plan next steps.	No additional expenditures. Part of base salaries
Scope of service: LEA Wide _X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue with this goal and actions next year. In 2015-16, the RTI plan will be expanded.

Original GOAL:	4B: Developing and implementing district and school safety plans and positive climate plans	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__

from prior year LCAP:		COE only: 9__ 10__ Local : Specify _Goal 3B, District Goal 1
Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools
	Applicable Pupil Subgroups:	ELLs, SED, and SPED

Expected Annual Measurable Outcomes:

Improvement on Healthy Kids survey
Baseline data of Parent survey
Increase attendance rate
Decrease discipline referrals
Maintain 0% expulsion rate

Actual Annual Measurable Outcomes:

Results from the Healthy Kids Survey will be available in July 2015.
Baseline data was collected from parent survey
According to the District LCAP Parent Survey, 96% of parents agreed or strongly agreed that the school campus is safe during the school day. 96% of parents also agreed or strongly agreed that their schools were pleasant and welcoming.
Baseline attendance data was collected on each site.
Percentage of Average Daily Attendance from August-April

School	% ADA
Bubb	96.83
Castro TP	96.58
Castro DI	95.99
Huff	97.08
Monta Loma	96.07
Landels	96.16
Stevenson	96.90
Theuerkauf	95.81
Home/Hospital	100
ISP	100
Crittenden	96.46
Graham	97.02

Conclusive discipline referral data could not be collected due to inconsistent documentation and entry practices.
Suspension rate is 2.3%
Expulsion rate remains 0%

LCAP Year: 2013-14

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Revise site safety plans to reflect current protocols and develop positive climate plans to maximize student engagement and connectedness	Funding Source: $5,000 Administrative Services, Base Grant, State Revenue	All site safety plans were revised in March 2015. 7 of 9 school site plans included specific goals for school climate. 4 of 9 site plans included work with Project Cornerstone.	No expenditures required. Part of regular salaries
Scope of service: LEA Wide __XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide __XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Refine processes for District School Attendance Review Board (SARB)	Funding Source: $5,000 Administrative Services, Base Grant, State Revenue	The district SART process was updated. Administrators were trained on the updated School Attendance Review Team (SART) process on September 16, 2015.	No expenditures required part of regular salaries
Scope of service: LEA Wide __XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide __XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In 2014-15, 7 of 9 school site plans included specific goals for school climate. In the upcoming year, all schools will include a climate goal and actions in their site plans. In 2014-15, 4 of 9 site plans included work with Project Cornerstone. In the upcoming year, the district will fund Project Cornerstone at all sites. In 2015-16, training on discipline referral documentation and entry practices will be conducted and standardized.		

Original GOAL from prior year LCAP:	5A: Providing parent education	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _Goal 3B, District Goal 1

Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Increase of parent attendance at district events Increase of parent attendance at site events Increase of achievement data for students of participating parents	Actual Annual Measurable Outcomes:	Parent attendance was collected at all district wide meetings. School Community Engagement Facilitators are in the process of gathering data on site meetings and attendance. All data reports will be available in June. California Assessment of Student Progress and Performance (CAASPP) results will be compared to participation data when results are available.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Continue joint efforts with Foothill Family Engagement (FEI) and Mountain View/Los Altos Adult Education to provide various parent education modules and sessions and expand efforts based on collected data and needs	Funding Source: $15,000, Title III, Federal Revenue	Two 8 week sessions (Parents as Leaders) were provided 15 attendees per session	Title III: 1,075
Scope of service: LEA Wide __ALL OR: _XLow Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide __ALL OR: _XLow Income pupils _XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Expand partnership with Hispanic Foundation of Silicon Valley to support the implementation of Parent Institute Quality Education trainings, which provides workshops to	Funding Source: $30,000 LCFF Base Grant,	Castro had 40 graduates in the year 1 Parent Institute for Quality Education group. Graham had 75 year 1 graduates and 26 year 2 graduates	LCFF Supplemental: 0000

foster a positive educational environment for children both at home and at school.	State Revenue	from the Parent Institute for Quality Education program.	$7,250.
Scope of service: Graham and Castro __ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Graham and Castro __ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue joint efforts with Parent Engagement Institute (PEI) to provide various parent education modules and sessions and expand efforts based on collected data and needs.	Funding Source: $54,000 Santa Clara County Mental Health Grant, Local Revenue	Conducted parent sessions in Strengthening Families and Positive Parenting Partners (Triple P). Parent interest in this program was not as strong as anticipated so not all funds were expended.	Google: 9010 $28,301.89
Scope of service: LEA Wide __ALL OR: X_Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide __ALL OR: _X Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a parent education workshops in relation to the implementation of Common Core State Standards	Funding Source: Professional Development 204,000 CCSS	The following Parent Education Workshops were provided at the MVWSD District Office. Sept. 30, 2014 – A Parent's Guide to 21st Century Learning (overview of CCSS) November 1, 2014 – Technology and Assessment in Common Core January 14, 2015 – Common Core Mathematics April 29, 2015 – Parent Math All workshops were provided in English and Spanish. All materials were posted on the district website and shared with each site principal to be used at site-specific meetings. All workshops were presented again at various school sites. Information regarding new standards was provided to all parents during the fall Parent / Teacher conferences and	Provided by District Staff, no additional funding required

			has been posted to the district website. Two 8 week sessions for Long-Term English Learner parents – Achievement for Language Learners Program		
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue with the above actions and services but will combine goals 5a, 5b, and 5c into one goal. "Increase engagement, involvement, and satisfaction of staff, parents, and community members in order to achieve successful outcomes for all students." Based on Parent Survey feedback, District sponsored trainings will be held at school sites instead of the District office.				

Original GOAL from prior year LCAP:	5B: Fostering staff and parent collaboration and leadership		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _
Goal Applies to:	Schools: Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Increase in parent participation in advisory groups and committees and surveys	Actual Annual Measurable Outcomes:	Increased parent participation in advisory groups 133 parents participated in the 2014-15 MVWSD LCAP Survey (90 English/43 Spanish)
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Work collaboratively with staff, parents, and community to gather input, and provide leadership training to increase participation in District and school site leadership opportunities.	Funding Source: Tier III carryover $20,000, Parent and Community Engagement LCFF Supplemental 0000 $437,997	Parents as Leaders trainings were provided. LCAP Input sessions were held with District Advisory Committee, District English Learner Advisory Committee, and site English Language Advisory Committee, Parent Teacher Association, and School Site Council members 68% of parent respondents to the survey indicated that they are involved in site committees and leadership roles.	LCFF Supplemental 0000 $453,660
Scope of service: LEA Wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Work collaboratively with the special education Learning Challenges Committee to increase participation in District and school site leadership opportunities.	No additional funding required	Worked with Learning Challenges Committee and identified members to represent the needs of Students with Disabilities on both the District Facilities Committee and District Boundaries Committee.	No additional funding required
Scope of service: LEA Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with Disabilities		Scope of service: LEA Wide __ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with Disabilities	
Hire a School and Community Engagement Facilitator	Funding Source: $ 507,137 LCFF Supplemental, State Revenue	Hired 7 Community Engagement Facilitators to support LCAP implementation, including facilitation of student and parent engagement, coordination with community partners, coordination of Response to Intervention and Instruction efforts.	LCFF Supplemental:0000 $437,997

Scope of service: LEA Wide	Scope of service: LEA Wide
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue with the above actions and services but will combine goals 5a, 5b, and 5c into one goal. "Increase engagement, involvement, and satisfaction of staff, parents, and community members in order to achieve successful outcomes for all students."

Original GOAL from prior year LCAP:	5C: Developing a comprehensive, two-way, communication plan for the District	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _

Goal Applies to:	Schools:	Bubb, Castro, Huff, Landels, Monta Loma, Stevenson and Theuerkauf Elementary Schools, Crittenden and Graham Middle Schools
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Increase in parent satisfaction regarding communication	Actual Annual Measurable Outcomes:	Collected baseline data of parent satisfaction regarding communication. According to survey results, 90% of parents agreed or strongly agreed that communication from the school is clear and consistent. 74% of parents agreed or strongly agreed that communication from the district is clear and consistent. 91% of parents agreed or strongly agreed that it is easy to communicate with their child's teacher. 95% of parents agreed or strongly agreed that it is easy to communicate with the school. 62% of parents agreed or strongly agreed that it is easy to communicate with the school district.

LCAP Year: 2014-15			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Develop a two-way communication plan that ensures all stakeholders, including staff, students and parents, have a voice in the District's vision, priorities, and strategies and includes a system of regular communication.	Funding Source: Tier III Carryover $10,000	The District changed the LCAP input process to include many more meetings at the sites. The District also included an online and paper survey to gain additional input. Increased communication between district and sites Increased communication via newsletters to parents Include survey results. The District did not fully utilize the services of a consultant this year so not as much money was spent.	Reserves Tier III: 3,000 CC:0184000
Scope of service: LEA Wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Research and develop a data dashboard that organizes District data to show progress toward achieving district goals	Funding Source: Tier III Carryover $10,000	This goal is in progress. The district is working with the Board of Trustees to determine the data and format for the dashboard. Conversations will continue when California Assessment of Student Progress and Performance (CAASPP) data is received.	No funding required
Scope of service: LEA Wide _XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _XALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Develop an Executive Summary of the District LCAP to support the community in understanding District Goals, Actions, and Expenditures		Base Grant: 0000 CC:071000 $10,000	Executive Summary of the LCAP is in progress. Presentations of the LCAP goals and budget were provided to parents at District Advisory Council, District English Learner Advisory Committee, and site English Learner Advisory Committee, Parent Teacher Associations, and School Site Council meetings.		No funding required part of regular salaries
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_XALL			_XALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue with the above actions and services but will combine goals 5a, 5b, and 5c into one goal. "Increase engagement, involvement, and satisfaction of staff, parents, and community members in order to achieve successful outcomes for all students."				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ $2,810,326

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

The District has allocated $434,025 in supplemental funding to continue to have one math coach and additional middle school math teachers to provide differentiated instruction based on the students current proficiency. Based on standardized tests, the District's statistically significant subgroups had high percentages of students below proficient on the math assessments especially in middle school. To support students in being able to have instructional pathways that provide quality instruction, extra support, and more time we are offering these additional resources. Our goal is to have all students leave the eighth grade proficient in their ending course, Common Core 8, Algebra I or Geometry. We will measure the success based on the SBAC assessments for 2014-15 as well as the number of students in our accelerated math tracks.

The district expects to spend $584,928 to continue supporting School and Community Engagement Facilitators. These positions are allocated o those sites that exceed 40% concentration of targeted students. Those schools below 40%, share an engagement facilitator with FTE allocations based on the percentage of targeted students. Sharing these positions allows us to meet the needs of parents and students at all sites but allocate the supplemental funds to the most needy sites. These positions are responsible for ensuring that families and students designated as low-income, ELL, and Foster Youth have access to and are provided with the appropriate resources to improve student learning and achievement. The decision to hire School and Community Engagement Facilitators comes from parent and teacher surveys asking for additional parent education, student advocacy and communication. The facilitators are collecting base line data for 2014-15 including attendance and achievement scores for target students and participation by parents at school and district events or in leadership roles in site or District groups. Based on this data, facilitators will collaborate to develop additional parent

education and access to community resources to increase achievement.

Further $1,411,952 of supplemental funding was allocated to sites, based on each school's percentage of target students, for school site level intervention to support students who needed further instructional opportunities to be academically successful.

The remaining $379,421 of supplemental funds have been allocated district-wide to continue to support summer school opportunities, after school programs from Kinder through rising eighth graders, and additional educational software. For struggling students, additional differentiated instruction through the summer and after school homework support, has shown to improve the students success in testing, attendance and school environment. We are using the 2014-15 baseline data to set our benchmark and to identify students needing additional support and to inform needed changes in 2015-16.

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

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

8.23	%

The District has identified that its unduplicated student count in 47.2% generating $2,810,326 in supplemental grant funding. Based on this amount the District calculated its MPP to be 8.23%. The MPP at 8.23% of base funding is fully met through the LCAP. The District spends over 10% of its general fund revenue on the LCAP goals and specifically targets low income, foster youth and English language learners with supplemental programs outlined in the plan. Key budgeted items identified in these goals and utilizing the supplemental funds are highlighted below:

1. Continue Community Engagement Facilitators: $584,928
2. Continue Intervention and expand resources per target student by $231 per student. Total Expense $1,411,952
3. Continue Summer Programs available for all students K-8: $160,378
4. Continue Middle School Math Pathways: $434,025
5. Software and Training $99,043
6. Expand afterschool programming to support low income and English language learners $120,000

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

8-22-14 [California Department of Education]

Mountain View-Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Review and Discussion
Agenda Item Title:	First Amendment to Lease Agreement with the German School of Silicon Valley
Estimated Time:	30 minutes
Person Responsible:	Dr. Kevin Skelly, Interim Superintendent Terese McNamee, Chief Business Officer

Background:

The District currently leases the building and certain hardtop area of the Whisman School site to the German School of Silicon Valley ("GISSV") pursuant to a 20-year lease that commenced on July 1, 2002 and terminates in 2022. The initial annual rent for the lease was $640,000, subject to annual escalations based on the Consumer Price Index ("CPI"). The current annual rent is $882,437. The District and GISSV have negotiated an amendment to the lease that would both increase the amount of annual rent and extend the term of the lease. Under the amendment, the annual rent for the period commencing on July 1, 2015, would be $1.575 million, increasing to $1,669,500 in 2016, $1,769,670 in 2017, $1,894,547 in 2018, and $2,026,095 in 2019, followed by annual escalations as set forth in the amendment. The amendment would also extend the term of the lease by 23 years, so that it expires on June 30, 2045. The District would have the right to terminate the lease early if the property is needed for public school purposes, subject to a 60-month notice requirement that may not be given until on or after July 1, 2025. The amendment also clarifies the District's repair and maintenance obligations, expressly makes the Multi-Purpose room available for use by the District and the community, and allows GISSV to lock and secure the property and serve alcohol at fundraising events in accordance with applicable law. The playing fields at the Whisman School site remain outside of the leased area and open to the public.

Fiscal Implication:

The Amendment would result in an increase in revenue to the District.

Recommended Action:

No action required. This item will be agendized for the June 18, 2015 meeting for approval.

First Amendment to Lease Agreement

This First Amendment dated and effective _____, 2015 ("First Amendment"), is made to that certain Lease Agreement dated June 28, 2002 ("Lease"), between **Mountain View – Whisman School District**, a California public school district ("Landlord"), and the **German School of Silicon Valley** ("Tenant"). Landlord and Tenant are sometimes hereinafter referred to collectively as the "Parties," or individually as a "Party." The Lease and this First Amendment shall hereinafter be referred to collectively as the "Agreement." This First Amendment shall take effect upon execution by both Parties.

Recitals

A. WHEREAS, Landlord and Tenant agreed that Landlord will lease to Tenant the Premises as shown in Exhibit "A" to the Lease for a term commencing on July 1, 2002, and ending on June 30, 2022; and

B. WHEREAS, the Parties wish to extend the Lease term to June 30, 2045, and make other modifications to the Lease as set forth herein.

NOW THEREFORE, it is agreed between the Parties that this First Amendment shall amend the Lease as follows.

Agreement

1. Recitals Included. The Recitals set forth above are true and correct and incorporated herein to this First Amendment.

2. Term. Section 2 of the Lease is hereby deleted in its entirety and replaced with the following:

> 2. TERM
>
> A. The term of this Lease shall be for forty-three (43) years. The commencement date shall be July 1, 2002 and, unless sooner terminated under any provision hereof, this Lease shall end on June 30, 2045.
>
> B. Landlord shall have the right to give notice of termination of the Lease if the property is needed for public school purposes. If the Landlord elects early termination, the Landlord will give the Tenant a minimum of 60 months advance written notice prior to the termination date. Such notice may not be given until on or after July 1, 2025, to be effective on or after July 1, 2030. Following such notice, Landlord will make a good faith effort to locate another site owned by the Landlord adequate to serve as a replacement

for the Premises, provided that Landlord shall not be responsible for any cost related to identifying such a site, obtaining any necessary approvals for use of the site by Tenant, improving the site, or relocating the Tenant. Failure to locate such an alternate site following a good faith effort shall not constitute default under this Lease. In accordance with Section 11 of this Lease, Landlord will reimburse Tenant for the unamortized portion of the cost of the Tenant's improvements which were approved in writing by both the Landlord and the Division of the State Architect prior to construction. Such reimbursement, if any, shall be paid to Tenant upon return of Premises to Landlord. If Landlord exercises its right to terminate pursuant to this Section 2B, no further Rent increases shall be applied for the 60-month period prior to termination, and the annual Rent for such period shall be reduced by $250,000.

C. At Landlord's sole discretion, this Lease may be extended beyond the term set forth herein on mutually agreed upon terms and conditions.

3. Rent. The following language shall be inserted at the end of Section 3A of the Lease:

Commencing on July 1, 2015, the annual rent shall be One Million Five Hundred Seventy Five Thousand Dollars ($1,575,000) paid in equal monthly installments ("Rent") of One Hundred Thirty One Thousand Two Hundred Fifty Dollars ($131,250.00).

Sections 3B and 3C of the Lease are hereby deleted in their entirety and replaced with the following:

B. The monthly installment of Rent will be adjusted annually, as follows. On July 1, 2016, the annual Rent shall be increased by six percent (6%) to $1,669,500. On July 1, 2017, the annual Rent shall be increased by six percent (6%) to $1,769,670. On July 1, 2018, the annual Rent shall be increased by seven percent (7%) to $1,894,547. On July 1, 2019, the annual Rent shall be increased by seven percent (7%) to $2,026,095. Commencing on July 1, 2020, and continuing through June 30, 2035, the monthly Rent shall be adjusted annually based upon the following Consumer Price Index calculation. The index for computing the adjustment shall

be the United States Department of Labor, Bureau of Labor Statistics, Consumer Price Index (CPI), San Francisco-Oakland-San Jose Metropolitan Area, All Urban Consumers as published for April (or the nearest preceding month if not published for April), henceforth called the "Index". The annual adjustment shall be calculated by multiplying the current monthly installment of Rent by a fraction, the numerator of which is the current year's Index and the denominator of which is the previous year's Index. However, at a minimum, the adjusted Rent for the upcoming yearly period shall increase by at least 3% but in no instance shall the Rent increase be greater than 6%.

C. Commencing on July 1, 2035, the Rent shall be a monthly sum which shall be determined as follows:

.1 During the period commencing July 1, 2033, and ending July 1, 2034, Landlord and Tenant shall meet at such times as they shall mutually agree and endeavor in good faith to agree upon the Rent for the period commencing on July 1, 2035, and ending on June 30, 2045, including the amount or method of determining periodic adjustments during such term. In no event shall the monthly Rent for the ten-year period referenced in this section be less than the monthly Rent payable during the month of June, 2035, and ensuing adjustments shall be no less than the amount pursuant to Section 3(B).

.2 If Landlord and Tenant are unable to agree on the Rent for the period of July 1, 2035, to June 30, 2045, during the period stated in Section 3C.1, such Rent shall be determined by appraisal in the manner provided in Section 3C.3.

.3 Appraisal Process. If Landlord and Tenant are unable to agree upon Rent payable during the period from July 1, 2035, to June 30, 2045, as provided in Section 3C.1, they each shall, not later than July 31, 2034, which date is thirty (30) days after the end of the period for attempting to agree upon Rent which period ends June 30, 2034, appoint an independent M.A.I. appraiser who shall have at least ten (10) years experience in the Mountain View / San Jose area commercial real estate market and shall be familiar with the valuation of comparable improved land in such area and otherwise qualified to act as an expert witness over objection to give opinion testimony addressed to the issue

in a court of competent jurisdiction. Within said thirty (30) day period, each party shall notify the other party in writing of the name, address, telephone number and qualifications of its appraiser so appointed.

.4 The appraisers appointed pursuant to Section 3C.3 shall determine the "current market rental rate" for the Premises as of the date of calculation thereof including such periodic adjustments thereto as the appraisers shall deem to be applicable for the period from July 1, 2035, to June 30, 2045. "Current market rental rate" shall mean that monthly amount which a willing Tenant would pay to a willing Landlord in respect to a lease of the Premises taking into account the Premises' then existing and planned use by Tenant and then adjusting such current market rental rate for the improvements made by Tenant during the initial 33 years. Landlord is entitled to the fair market value of the Premises as leased to Tenant. Landlord is not entitled to a disproportionate share of rent that is based upon the improvements made by Tenant and incorporated into the buildings at the sole cost of Tenant.

.5 The appraisers appointed pursuant to Section 3C.3 shall, not later than nine (9) months prior to June 30, 2035, report in writing to the party appointing him/her their opinion as to the current market rental rate. Each party shall, promptly upon receipt of the appraisal report from its appraiser, provide the other party with a copy thereof. Not later than eight (8) months prior to June 30, 2035, Landlord and Tenant shall meet at such times as they shall mutually agree and endeavor in good faith to agree upon the Rent based upon the reports of the appraisers. If Landlord and Tenant are unable to agree on the Rent within the time specified above, the appraisers shall appoint a third appraiser, qualified as aforesaid, who shall, not later than six (6) months prior to June 30, 2035, determine the current market rental rate on the basis of the two appraisal reports previously prepared and consultation with such appraisers and/or other experts and competent authorities as deemed relevant or appropriate by the third appraiser in his/her discretion. So long as it is not inconsistent with any of the express provisions of this Lease and is not arbitrary or capricious, the written report and determination of current market rental rate by the third appraiser shall be accepted by Landlord and Tenant as the Rent, which determination shall be final and binding and enforceable in a court of

competent jurisdiction with the same force and effect as if the same were a judgment duly entered by such court. In the event that the two originally appointed appraisers cannot for any reason agree on a third M.A.I. appraiser, then either Landlord or Tenant, on behalf of both, may request appointment of such third M.A.I. appraiser by the appropriate court of law operating within the County of Santa Clara, and neither party shall raise any question as to the court's full power and jurisdiction to entertain the application for and make such appointment hereunder. In the use of appraisers hereunder, each party shall pay the fees and expenses of its own appraiser and shall share equally the fees and expenses of any third appraiser appointed hereunder.

.6 The provisions of this Section 3C shall not be subject to arbitration.

Sections 3A, 3D, and 3E shall remain in the Lease without modification.

4. Use of Premises and Adjacent Fields. Notwithstanding anything stated to the contrary in Section 6A, Tenant shall be permitted to serve and/or sell alcoholic beverages for fundraising events or activities, provided that Tenant obtains any required permits and complies with all applicable laws, including but not limited to Business and Professions Code section 25608. Additionally, the following shall be added as Sections 6E and 6F to the Lease:

E. Use of the Multi-Purpose Room. Notwithstanding anything to the contrary in this Lease, Landlord shall have the right to use the Multi-Purpose Room located at the Whisman School site shown on Exhibit "A" to the Lease, including but not limited to making the Multi-Purpose Room available for community use. Landlord shall be responsible for any custodial costs associated with such use by Landlord. The Parties will meet and confer to coordinate scheduling of the Multi-Purpose Room and to discuss whether any improvements to the Multi-Purpose Room are necessary.

F. Security. Tenant shall have the right, at Tenant's sole expense, to secure the area immediately surrounding the Premises during periods of non-use with apparatus including but not limited to locks ("Security Measures"). Any such Security Measures shall be subject to: (i) prior written approval by the Landlord, which approval shall not

be unreasonably withheld or delayed, and (ii) all applicable laws, ordinances, and regulations.

5. Maintenance. Notwithstanding anything stated in the Lease to the contrary, Landlord's repair obligations pursuant to Section 10 of the Lease shall only extend to that portion of any building that existed as of the commencement of the Lease, and shall not apply to any building or improvement constructed or installed by the Tenant. Section 10B of the Lease is hereby deleted in its entirety and replaced with the following:

> B. Landlord makes no representations or warranties for the structure of the building as it exists but, subject to the provisions of Section 12, Landlord agrees that if the structural elements of the building become damaged to a lesser condition than currently exists, and if such structural damage is due to no fault or negligence of Tenant, then Landlord will repair the damage in such a manner as to bring it back to a condition which is similar to the condition which existed at the time Tenant takes possession of the Premises; however, Landlord shall not be responsible to pay for any such repair costs in excess of Five Hundred Dollars ($500,000) per incident. To the extent that such repair costs exceed $500,000, Tenant shall have the right to pay any amount in excess of $500,000. If Tenant elects not to pay such amount, Landlord may terminate this Lease. Landlord agrees to pro-rate Tenant's Rent during the "repair" period, if the resulting structural damage prohibits Tenant from carrying out its normal daily activities.

The remainder of Section 10 shall remain in the Lease without modification.

6. Alterations and Modifications. Section 11A.2 of the Lease is hereby deleted in its entirety and replaced with the following:

> For those improvements which are not approved for reimbursement by Landlord or for which Tenant does not seek reimbursement, Tenant shall, prior to construction, major repair, renovation or demolition of any improvements, obtain the prior written consent of Landlord to the final plans, specifications and schedule for completion thereof before Tenant commences any such improvements. Landlord and Tenant recognize that such approvals may be completed in phases, such that Tenant initially requests conceptual approval and, if approved by Landlord, then proceeds to draw the plans and specifications. Landlord shall respond to Tenant with said approval or disapproval within forty-five (45) days after

Landlord receives a written request with architectural plans and drawings from Tenant. Landlord's approval shall not be unreasonably withheld. As a condition of such approval, Landlord may require that Tenant agree to remove certain improvements and restore the Premises to its original condition upon expiration or earlier termination of this Lease, and/or provide Landlord with adequate security for such removal. For those improvements made by Tenant for which the cost is not part of a reimbursement agreement between Landlord and Tenant but which are approved in writing by Landlord, Landlord agrees to cooperate with Tenant to arrange for these improvements to be done through the DSA approval process as long as no cost is incurred by Landlord.

7. Casualty Damage. Section 12A is hereby deleted in its entirety and replaced with the following:

A. In the event that any portion of the Premises is destroyed or damaged by an uninsured peril which repair cost would be $500,000 or less, Landlord shall promptly make the required repairs at Landlord's sole cost and expense. If Landlord notifies Tenant that the estimated repair cost is in excess of $500,000, Tenant shall have thirty (30) days after such notice to notify Landlord of its election to pay the repair costs in excess of $500,000 or to terminate the Lease. Tenant's failure to notify Landlord of its election within said 30-day period shall constitute Tenant's election to terminate the Lease. If Tenant elects to pay the repair costs in excess of $500,000, a reasonable repair or restoration period shall be determined by an architect or contractor selected by Landlord and approved by Tenant, such approval not to be unreasonably withheld. Tenant's rent shall be prorated during the "repair" period. Such proration shall be based upon the portion of the Premises that remain habitable and usable by Tenant. If Tenant's quiet enjoyment of the habitable portion of the Premises is reduced, the rent may be changed through mutual agreement of the parties or Tenant may elect to terminate this Lease.

The following language is added as Section 12E to the Lease:

E. Upon request, Landlord will provide Tenant with a copy of Landlord's insurance policy or policies covering damage to or destruction of the Premises. Landlord agrees not to

substantially modify the terms or limits of such policy or policies without notifying the Tenant in advance of any such modification.

8. Mechanics Lien. The reference to California Civil Code section 3094 in Section 14 shall be changed to California Civil Code section 8444.

9. Subleasing. Section 33C.3 and 33C.8 are hereby deleted in their entirety and replaced with the following:

> .3 As used in this Section 33, the term "Lease Year" regarding subleasing means the year beginning August 1 and ending on July 31 of the following year. For purposes of this Section 33, the first Lease Year shall be for 13 months (July 1, 2002 – July 31, 2003) and the last Lease Year shall be for 11 months (August 1, 2044 – June 30, 2045).
>
> .8 Provided that Sublet Revenue has been factored into the calculation of Annual Rent as finally determined for the period from July 1, 2035, to June 30, 2045, the Sublet Revenue Base for each sublet space shall be redetermined as of July 1, 2035, to reflect the new Annual Rent and as provided in this Section.

The remainder of Section 33 shall remain in the Lease without modification.

10. Terms: Conflict. All other terms and conditions contained in the Lease shall remain in full force and effect and this First Amendment shall not affect any provisions of the Lease, except as otherwise set forth herein. In the event there is conflicting language between the Lease and this First Amendment, this First Amendment shall prevail.

11. Miscellaneous Terms.

A. Counterparts. This First Amendment may be executed in counterparts, which, when taken together, shall constitute one original version of the First Amendment. Photocopies of this First Amendment or of execution signatures on this First Amendment, or copies made by comparable means (including copies made by facsimile), shall be equivalent to originals.

B. Definitions. All terms not otherwise defined herein shall have the meaning ascribed to them in the Lease, as applicable.

C. Entire Agreement. The Agreement constitutes the entire agreement between the Parties related to the rights herein granted and the obligations herein created.

D. Further Documents and Actions. Each of the Parties agrees to execute such further documents and take such further actions as may be reasonably necessary or appropriate to effectuate the terms of the Agreement.

E. Warranty of Authority. Each of the persons signing this First Amendment represents and warrants that such person has been duly authorized to sign this First Amendment on behalf of the Party indicated, and each of the Parties by signing this First Amendment warrants and represents that such Party is legally authorized and entitled to enter into this First Amendment.

IN WITNESS WHEREOF, Landlord and Tenant have executed this First Amendment, through their respective officers or representatives duly authorized, as of the day and year first above written.

Landlord:
Mountain View Whisman Unified School District

By: _____
Its: _____
Date: _____

Tenant:
German School of Silicon Valley

By: _____
Its: _____
Date: _____

FINAL 6/27/02

MOUNTAIN VIEW-WHISMAN
SCHOOL DISTRICT
OFFICIAL FILE COPY

LEASE AGREEMENT
Whisman School
310 Easy Street
Mountain View, California 94043

Landlord: **Mountain View – Whisman School District**
Tenant: **German School of Silicon Valley**

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LEASE AGREEMENT

THIS LEASE AGREEMENT (hereinafter referred to as "Lease") is made on this 28th day of June 2002, by and between the **Mountain View – Whisman School District**, a subdivision of the State of California, (hereinafter referred to as "Landlord"); and the **German School of Silicon Valley**, a California corporation, (hereinafter referred to as "Tenant").

RECITALS:

1. Landlord owns that real property located at 310 Easy Street, in the City of Mountain View, Santa Clara County, California commonly known as the Whisman School site which is further described on Exhibit "A" attached hereto and which consists of approximately 11.5 acres total.

2. The term "Land" shall mean the entire site comprised of 11.5 acres including (i) approximately 3.8 acres as shown in Exhibit "A" which shall be defined as the leased "Premises" and shall include the existing school buildings and appurtenant grounds, and (ii) the remaining 7.7 acres containing the fields and recreational facilities along the northern and eastern boundaries of the property which are not a part of this Lease.

3. Tenant acknowledges that, (i) Landlord and the City of Mountain View have entered into an Agreement Between the City of Mountain View and the Whisman School District, Santa Clara County, State of California for Joint Use of School Sites for Park and Recreation Purposes (hereinafter called the Joint Use Agreement), attached hereto in Exhibit "C," for recreational facilities and fields covering 7.7 acres of the Land, (ii) Landlord and the City of Mountain View have an interest in the continued public access to these facilities; and (iii) Tenant agrees to abide by the terms of the Joint Use Agreement and Tenant agrees to cooperate with Landlord and the City of Mountain View on Tenant's use of the recreational facilities and fields not specifically leased to Tenant.

4. Tenant desires to Lease from Landlord those portions of the Whisman School property not subject to the Joint Use Agreement with the City of Mountain View for the purpose of operating a private school and Landlord desires to lease the Premises to the Tenant upon the terms and conditions set forth herein.

5. Tenant agrees that Landlord's fee interest in the Land shall at all times be and remain unsubordinated to any Leasehold Mortgage which may be imposed upon Tenant's leasehold interest hereunder or upon the improvements, and that nothing contained in this Lease shall be construed as an agreement by Landlord to subject its fee interest in the Land to any such lien.

1. DESCRIPTION.

A. Permanent Structures. Landlord does hereby rent and lease to the Tenant the Whisman School located at 310 Easy Street, Mountain View, California including all the permanent structures and improvements located thereon and those appurtenant grounds shown as the leased Premises in Exhibit "A" attached hereto and hereinafter referred to as "Premises."

B. Portable Classrooms. Tenant acknowledges and understands that the portable classrooms located on the Premises at the commencement date of the lease are not a part of this Lease and that Landlord has no ownership interest in these portable classrooms. Tenant has notified Landlord that Tenant desires to lease the portable classrooms currently on the Premises. Tenant shall deliver to Landlord, within 60 days after the commencement of this Lease, a copy of a fully executed lease agreement between Tenant and the owners of the portable classrooms showing that Tenant and owners have reached agreement on a lease for the portable structures currently located on the Premises in the area marked *PORTABLES* on Exhibit "A." Tenant agrees to have the portable classrooms and foundations removed from the Premises on or prior to the expiration or termination of the Lease and Tenant shall pay all costs to dismantle and remove the portable classrooms including any return delivery charges.

2. TERM.

A. The term of this Lease shall be for twenty years. The commencement date shall be July 1, 2002 and, unless sooner terminated under any provision hereof, this Lease shall end on June 30, 2022.

B. Landlord reserves the right to terminate the lease at any time after the conclusion of the twelfth (12th) year if the property is needed for public school purposes. If the Landlord elects early termination, the Landlord will give the Tenant a minimum of 18 months advance written notice prior to the termination date. In accordance with Section 11 of this Lease, Landlord will reimburse Tenant for the unamortized portion of the cost of the Tenant's improvements which were approved in writing by both the Landlord and the Division of the State Architect prior to construction. Such reimbursement shall be paid to Tenant upon return of Premises to Landlord.

C. At Landlord's sole discretion, this Lease may be extended beyond the initial twenty-year term on mutually agreed upon terms and conditions.

3. RENT.

A. The initial annual rent shall be Six Hundred Forty Thousand dollars ($640,000) paid in equal monthly installments ("Rent") of Fifty-three Thousand Three Hundred Thirty-three Dollars and 33 cents ($53,333.33). For the months of July 2002 and August 2002 Tenant agrees to pay $11,000 per month for the portion of the Premises which Tenant occupies during these

two months (Building B, Restroom Building D, One-third of Building E and occasional use of the Multi-Purpose Room labeled Building I as shown in Exhibit A). In the event Tenant subleases a portion of the Premises during the months of July and August 2002, Tenant shall pay all sublet rents to Landlord within ten days after receipt of such rents from the subtenants. Thereafter, commencing on September 1, 2002, Tenant shall pay promptly to Landlord, the monthly Rent on the first day of each month in advance during the term of this Lease, without deduction, setoff, prior notice or demand. For example, Rent for the month of September 2002 shall be due on September 1, 2002.

B. The monthly installment of Rent will be adjusted annually, effective on July 1st for each succeeding year beyond the initial and second years. For lease years 3 through 10, the monthly Rent shall be adjusted annually based upon the following Consumer Price Index calculation. The index for computing the adjustment shall be the United States Department of Labor, Bureau of Labor Statistics, Consumer Price Index (CPI), San Francisco-Oakland-San Jose Metropolitan Area, All Urban Consumers as published for April (or the nearest preceding month if not published for April), henceforth called the "Index". The annual adjustment shall be calculated by multiplying the current monthly installment of Rent by a fraction, the numerator of which is the current year's Index and the denominator of which is the previous year's Index. However, at a minimum, the adjusted Rent for the upcoming yearly period shall increase by at least 3% but in no instance shall the Rent increase be greater than 6%. The first such adjustment shall be effective July 1, 2004. Subsequent yearly adjustments shall be effective on each successive anniversary of the commencement date for each succeeding year of the Lease until the expiration of the Lease.

C. The Rent for years 11 through 20 shall be a monthly sum which shall be determined as follows:

.1 During the period commencing twenty-four (24) months and ending twelve (12) months (July 1, 2010 to June 30, 2011) prior to the expiration of the tenth year, Landlord and Tenant shall meet at such times as they shall mutually agree and endeavor in good faith to agree upon the Rent for years eleven through twenty, including the amount or method of determining periodic adjustments during such Term. In no event shall the monthly Rent for years 11 through 20 be less than the monthly Rent payable during the last full calendar month of year 10.

.2 If Landlord and Tenant are unable to agree on the Rent for years eleven through twenty (July 1, 2012 through June 30, 2022) during the period stated in Section 3C.1, such Rent shall be determined by appraisal in the manner provided in Section 3C.3.

.3 Appraisal Process. If Landlord and Tenant are unable to agree upon Rent payable during years eleven through twenty as provided in Section 3C.1, they each shall, not later than July 31, 2011 which date is thirty (30) days after the end of the period for attempting to agree upon Rent which period ends June 30, 2011, appoint an independent M.A.I. appraiser who shall have at least ten (10) years experience in the Mountain View / San Jose area commercial real estate market and shall be familiar with the valuation of comparable improved land in such area and otherwise qualified to act as an expert witness over objection to give opinion testimony

addressed to the issue in a court of competent jurisdiction. Within said thirty (30) day period, each party shall notify the other party in writing of the name, address, telephone number and qualifications of its appraiser so appointed.

.4 The appraisers appointed pursuant to Section 3C.3 shall determine the "current market rental rate" for the Premises as of the date of calculation thereof including such periodic adjustments thereto as the appraisers shall deem to be applicable for the period from year eleven to year twenty. "Current market rental rate" shall mean that monthly amount which a willing Tenant would pay to a willing Landlord in respect to a lease of the Premises taking into account the Premises' then existing and planned use by Tenant and then adjusting such current market rental rate for the improvements made by Tenant during the initial 10 year period. Landlord is entitled to the fair market value of the Premises as leased to Tenant. Landlord is not entitled to a disproportionate share of rent that is based upon the improvements made by Tenant and incorporated into the buildings at the sole cost of Tenant.

.5 The appraisers appointed pursuant to Section 3C.3 shall, not later than nine (9) months prior to the expiration of the tenth year, report in writing to the party appointing him/her their opinion as to the current market rental rate. Each party shall, promptly upon receipt of the appraisal report from its appraiser, provide the other party with a copy thereof. Not later than eight (8) months prior to the expiration of the tenth year, Landlord and Tenant shall meet at such times as they shall mutually agree and endeavor in good faith to agree upon the Rent based upon the reports of the appraisers. If Landlord and Tenant are unable to agree on the Rent within the time specified above, the appraisers shall appoint a third appraiser, qualified as aforesaid, who shall, not later than six (6) months prior to the expiration of the tenth year, determine the current market rental rate on the basis of the two appraisal reports previously prepared and consultation with such appraisers and/or other experts and competent authorities as deemed relevant or appropriate by the third appraiser in his/her discretion. So long as it is not inconsistent with any of the express provisions of this Lease and is not arbitrary and capricious, the written report and determination of current market rental rate by the third appraiser shall be accepted by Landlord and Tenant as the Rent, which determination shall be final and binding and enforceable in a court of competent jurisdiction with the same force and effect as if the same were a judgment duly entered by such court. In the event that the two originally appointed appraisers cannot for any reason agree on a third M.A.I. appraiser, then either Landlord or Tenant, on behalf of both, may request appointment of such third M.A.I. appraiser by the appropriate court of law operating within the County of Santa Clara, and neither party shall raise any question as to the court's full power and jurisdiction to entertain the application for and make such appointment hereunder. In the use of appraisers hereunder, each party shall pay the fees and expenses of its own appraiser and shall share equally the fees and expenses of any third appraiser appointed hereunder.

.6 The provisions of this Section 3C shall not be subject to arbitration.

D. Tenant acknowledges that late payment by Tenant to Landlord of the monthly Rent and other sums due hereunder will cause Landlord to incur costs not contemplated by this Lease, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges. Accordingly, if any installment of Rent or

any other sum due from Tenant shall not be received by Landlord by 4:00 p.m. within ten (10) days after such amount shall be due, Tenant shall pay to Landlord, as Additional Rent, a late charge equal to five percent (5%) of such overdue amount or the maximum amount allowed by law, whichever is less. The parties hereby agree that such late charges represent a fair and reasonable estimate of the costs Landlord will incur by reason of late payment by Tenant. Acceptance of such late charge by Landlord shall in no event constitute a waiver of Tenant's default with respect to such overdue amount, nor prevent Landlord from exercising any of its other rights and remedies granted hereunder.

E. Taxes, late charges, costs and expenses which Tenant is required to pay hereunder, together with all interest and penalties that may accrue thereon in the event of Tenant's failure to pay such amounts, and all reasonable damages, costs, and attorneys' fees and expenses which Landlord may incur by reason of any default of Tenant or failure on Tenant's part to comply with the terms of this Lease, shall be deemed to be additional Rent ("Additional Rent") and, in the event of nonpayment by Tenant, Landlord shall have all of the rights and remedies with respect thereto as Landlord has for the nonpayment of the monthly Rent.

4. SECURITY DEPOSIT.

A. Upon execution of this Lease, Tenant will have deposited with Landlord One Hundred Thousand Dollars ($100,000) comprised of a bidding deposit of $20,000 and an additional $80,000 deposit upon execution of this Lease all of which is hereafter referred to as "Security Deposit." Tenant agrees to pay to Landlord on or before May 30, 2012, the amount necessary to increase the Security Deposit held by Landlord to an amount equal to the adjusted monthly Rent for the eleventh year as agreed upon in Section 3C.

B. Said Security Deposit shall secure the timely, full and faithful performance by Tenant of each term, covenant and condition of this Lease. If, at any time, Tenant shall fail to make any payment or fail to keep or perform any term, covenant or condition on its part to be made or performed or kept under this Lease, Landlord may, but shall not be obligated to and without waiving or releasing Tenant from any obligation under this Lease, use, apply or retain the whole or any part of the Security Deposit: (a) to the extent of any sum due to Landlord; (b) to make any required payment on Tenant's behalf; or, (c) to compensate Landlord for any loss, damage, attorneys' fees or expense sustained by Landlord due to Tenant's default. In such event, Tenant shall, within five (5) days of written demand by Landlord, remit to Landlord sufficient funds to restore the Security Deposit to its original sum. No interest shall accrue on the Security Deposit. Landlord shall not be deemed a trustee of the Security Deposit, and may commingle the Security Deposit with its other funds. Should Tenant comply with all the terms, covenants, and conditions of this Lease and at the end of the term of this Lease leave the Premises in the condition required by this Lease, then said Security Deposit, less any sums owing to Landlord, shall be returned to Tenant within thirty (30) days after the termination of this Lease and vacancy of the Premises by Tenant.

5. DELIVERY and CONDITION OF PREMISES.

A. Delivery. Tenant is in possession of a portion of the premises at the time of execution of this Lease in accordance with the terms of a sublease agreement dated September 21, 2000 between the Tenant and Monarch Christian Schools, Inc. The sublease agreement dated September 21, 2000 terminates on June 30, 2002. Upon commencement of this Lease, Tenant shall have possession of all of the Premises until the expiration date of this Lease unless terminated sooner in accordance with the provisions in this Lease.

B. Condition of Premises. The Premises are leased to Tenant on an "AS IS" basis. Landlord shall not be required to make or construct any alterations including structural changes, additions or improvements to the Premises. By entry and taking possession of the Premises pursuant to this Lease, Tenant accepts the Premises in "AS IS" condition. Tenant acknowledges that neither the Landlord nor Landlord's agents has made any representation or warranty as to the suitability of the Premises to the conduct of Tenant's business. Any agreements, warranties or representations not expressly contained herein shall in no way bind either Landlord or Tenant, and Landlord and Tenant expressly waive all claims for damages by reason of any statement, representation, warranty, promise or agreement, if any, not contained in this Lease.

6. USE OF PREMISES AND ADJACENT FIELDS.

A. The Premises may be used by Tenant as a facility for a private school. Tenant shall not use the Premises for any use other than that specified in this section without the prior written consent of the Landlord. Tenant shall require all Subtenants, licensees, and invitees, to use the Premises only in conformance with this use and with applicable governmental laws, regulations, rules and ordinances. Tenant shall indemnify, defend, and hold Landlord, its officers, employees and agents harmless against any loss, expense, damage, attorneys' fees or liability arising out of failure of Tenant to comply with any applicable law, regulation, rule or ordinance. Tenant shall not commit or suffer to be committed, any waste upon the Premises, or allow any sale by auction upon the Premises (except for Tenant's annual or semi-annual or quarterly fundraising activity which is conducted on behalf of and solely for Tenant's benefit), or allow the Premises to be used for any unlawful purpose, or place any loads upon the floor, walls or ceiling which endanger the structure, or place any harmful liquids in the plumbing, sewer or storm water drainage system of the Premises. No waste materials or refuse shall be dumped upon or permitted to remain upon any part of the Premises except in trash containers designated for that purpose. Any uses which involve the serving and/or sale of alcoholic beverages and the conducting of games of chance are prohibited on the Premises. Tenant shall comply with Landlord's district wide policy prohibiting the use of tobacco products on the Premises at all times. Tenant shall not use or permit the use of the Premises or any part thereof for any purposes which are inimical to public morals and welfare or morally objectionable as unsuitable for a public educational facility. Tenant agrees to immediately respond to concerns expressed by neighbors or Landlord relating to the operation of the Premises.

B. Tenant acknowledges that the approximately 7.7 acres of fields and recreational facilities are not subject to this Lease but are subject to the Joint Use Agreement attached in Exhibit "C" and such areas shall be used cooperatively by the Landlord, the Tenant, the City of Mountain View, the public, and other organizations over the term of this Lease. Tenant agrees to allow all users ingress and egress to fields and recreational facilities at all times in accordance with the Joint Use Agreement between the City of Mountain View and the Landlord.

C. Tenant and, if required, subtenants shall obtain a conditional use permit from the City of Mountain View for the operation of Tenant's school throughout the Term of this Lease. In addition, Tenant shall adhere to the Operational Guidelines for Tenants Leasing the Whisman School Site, stated in Exhibit "B" and incorporated herein.

D. This lease is contingent upon Tenant obtaining a Conditional Use Permit from the City of Mountain View. This contingency shall be removed or satisfied by Tenant no later than September 1, 2002 unless extended by mutual agreement of the parties.

7. TAXES AND ASSESSMENTS.

Tenant shall pay before delinquency any and all taxes, assessments, levies, possessory interest taxes, and other charges and governmental fees, general and special, ordinary and extraordinary, unforeseen, as well as foreseen, of any kind or nature whatsoever, including, but not limited to assessments for public improvements or benefits, which during the Term of this Lease are laid, assessed, levied, or imposed upon or become due and payable for the Premises or uses of the Premises during the term of this Lease and a lien upon or represent an assessment upon (i) the Premises and/or any improvements situated thereon or any part thereof or any personal property, equipment or other facility used in the operation thereof; or (ii) the rent or income received from Subtenants or licensees; or (iii) any use or occupancy of the Premises and of any rights, obligations, easements and franchises as may now or hereafter be appurtenant, or appertain to the use thereof. Notwithstanding the foregoing, in the case of any special assessment levied upon the Premises, or any part thereof during the Term of this Lease, Tenant shall be obligated to pay in full at the inception (or provide Landlord sufficient funds which, together with the accrual of investment yield thereon, shall be sufficient to pay to maturity all installments under) the amount of any such special assessment which can be attributed to the term of this Lease. Nothing in this Section shall limit Landlord's right to recover, as Additional Rent, Taxes and Assessments payable after termination of this Lease pursuant to Section 26 of this Lease if attributable to (i) the Premises and/or any improvements situated thereon or any part thereof or any personal property, equipment or other facility used in the operation thereof; or (ii) the rent or income received from Subtenants or licensees; or (iii) any use or occupancy of the Premises and of any rights, obligations, easements and franchises as may now or hereafter be appurtenant, or appertain to the use thereof during the term of this Lease. The provisions of this Section 7 shall survive the expiration or earlier termination of this Lease; provided, however, that nothing herein shall obligate Tenant to pay Taxes and Assessments which are both (i) imposed upon the Premises subsequent to the termination of this Lease and (ii) applicable to a period or periods subsequent to the termination of this Lease.

8. INDEMNIFICATION AND INSURANCE.

A. Tenant Indemnification. Tenant agrees to indemnify, reimburse, hold harmless, and defend Landlord, its officers, employees and agents against any and all claims, causes of action, judgments, obligations or liabilities, and all reasonable expenses incurred in investigating or resisting the same (including reasonable attorneys' fees), on account of, or arising out of, the operation, condition, use or occupancy of the Premises and all areas appurtenant thereto (except for Landlord's gross negligence or willful misconduct). This Lease is made on the express condition that Landlord shall not be liable for, or suffer loss by reason of, injury to person or property, from whatever cause (except for Landlord's gross negligence or willful misconduct), in any way connected with the condition, use or occupancy of the Premises specifically including, without limitation, any liability for injury to the person or property of the Tenant, its agents, officers, employees, licensees and invitees.

B. Landlord Indemnification. Landlord shall hold harmless and defend and indemnify Tenant from any claims, damages or expenses, including attorneys' fees, arising out of or relating to or in any way connected to Landlord's gross negligence or willful misconduct on the Premises.

C. Commercial General Liability Insurance and Auto Insurance. Tenant shall, at Tenant's expense, obtain and keep in force during the term of this Lease a policy of commercial general liability insurance and a comprehensive auto liability policy insuring Landlord and Tenant against claims and liabilities arising out of the operation, condition, use, or occupancy of the Premises and all areas appurtenant thereto, including parking areas. Tenant's comprehensive auto liability policy shall insure all hired and non-owned vehicle(s) and, in the event Tenant purchases vehicle(s), Tenant will provide owned-auto insurance at the time of purchasing the vehicles. Such commercial general insurance shall be at least as broad as the Insurance Service Office (ISO) CG 00 01 form and in an amount of not less than Five Million dollars ($5,000,000) for bodily injury or death and property damage as a result of any one occurrence and a Five Million dollar ($5,000,000) general aggregate policy limit. In addition, Tenant shall obtain a products/completed operations aggregate policy in the amount of Two Million dollars ($2,000,000) and a personal injury policy in the amount of One Million dollars ($1,000,000). The insurance shall be with a carrier approved by Landlord, which approval shall not be unreasonably withheld. Prior to July 1, 2002, Tenant shall deliver to Landlord a certificate of insurance evidencing the existence of the policies required hereunder and copies of endorsements stating that such policies shall:

i) not be canceled or altered without thirty (30) days prior written notice to Landlord;
ii) insure performance of the indemnity set forth in Section 8A above;
iii) state the coverage is primary and any coverage by Landlord is in excess thereto;
iv) contain a cross liability endorsement; and,
v) include a separate endorsement naming Landlord as an additional insured.

At least thirty (30) days prior to the expiration of such certificate, and every such subsequent certificate, Tenant shall deliver to Landlord a new certificate of insurance consistent with all of the terms and conditions required in connection with the original certificate of insurance as described in this Section 8C.

D. Fire Insurance. During the term of this Lease, Landlord shall maintain at its cost a policy of standard fire and casualty insurance limited to the value of the buildings and improvements located on the Premises as of the commencement date of this Lease. In the event of loss or damage to the buildings, the leased Premises or any contents, each of the parties hereto, and all persons claiming under each of the parties, shall look first to any insurance in its favor before making any claim against the other party, and to the extent possible without adding additional costs, each party shall obtain for each policy of such insurance provisions permitting waiver of any claim against the other party for loss or damage within the scope of the insurance and each party, to such extent permitted, for itself and its insurers, waives all such insurance claims against the other party.

E. Workers' Compensation Insurance. During the term of this Lease, Tenant shall comply with all provisions of law applicable to Tenant with respect to obtaining and maintaining workers' compensation insurance. Tenant shall provide Landlord with certificate of insurance.

F. Subtenant Insurance. During the term of this Lease, Tenant shall require any Subtenant of all or any portion of the Premises to maintain in effect during the term of such sublease, insurance coverage equivalent to that required to be maintained by Tenant, however, Tenant and Landlord may, upon mutual agreement, reduce such insurance requirements depending upon Subtenant's use.

G. Tenant's Property Insurance. Tenant acknowledges that the insurance to be maintained by Landlord on the Premises pursuant to Section D above will not insure any of Tenant's property or improvements made by Tenant. Accordingly, Tenant shall at its own expense, maintain in full force and effect an insurance policy on all of its fixtures, equipment, improvements made by Tenant and personal property in, about, or on the Premises. Said policy to be for "All Risk" coverage insurance to the extent of at least ninety percent (90%) of the insurable value of Tenant's property. Tenant shall deliver to Landlord prior to July 1, 2002, a certificate of insurance evidencing the existence of the policy required hereunder.

H. Insurance Limits, Rating of Insurers and Certificates. It is the intent of the parties that policy limits set herein shall be raised from time to time during the Term of this Lease to account for (i) increases in Annual Rent for the Premises, (ii) increases in the estimated full replacement cost of the Premises, and (iii) increases in the general marketplace insurance limits for tenancies as defined herein or subtenancies consistent with the provisions of this lease. Insurance is to be placed with insurers with a current A.M. Best Insurance rating of no less than A:VII. Tenant shall furnish Landlord with the original certificates and amendatory endorsements effecting coverage required hereunder.

I. Mutual Release. Each party hereby releases the other party, and its partners, officers, agents and employees from any and all claims, demands, loss, expense or injury to the Premises or to the furnishings, fixtures, equipment, inventory or other personal property of Tenant in, about, or upon the Premises, which is caused by perils, events or happenings which are covered by the insurance required by this Lease or which are the subject of insurance carried by Tenant and in force at the time of such loss. Each party shall procure an appropriate clause in, or an endorsement to, all policies required by this Lease or any other insurance policy maintained by Tenant or Landlord, pursuant to which the insurance company or companies waive subrogation or consent to a waiver of a right of recovery against the other party.

9. UTILITIES.

Tenant shall pay for all utilities including but not limited to water, gas, light, heat, power, electricity, telephone, fire alarm service, trash pick-up, and sewage fees. Tenant shall also pay for all other services supplied to or consumed on the Premises and all taxes and surcharges thereon. For the purpose of efficiency and to ensure Tenant's timely payment, Landlord shall permit Tenant to do business directly with, and to be billed directly by, utility companies.

10. MAINTENANCE AND REPAIRS.

A. Tenant, at its cost, shall maintain the Premises in a good condition consistent with the condition of the Premises existing at the time of delivery. Tenant acknowledges and accepts that the Premises are leased in "AS IS" condition and, subject to provisions of Section 12, Landlord shall keep and maintain the structural elements of the buildings, as hereinafter defined, on the Premises in a condition existing at the time Tenant takes possession of the Premises excepting normal wear, tear and damage by casualty. Landlord and Tenant shall cooperate to document "as – is" condition within 60 days of executing this lease and to identify all equipment and furnishings subject to this lease.

B. Landlord makes no representations or warranties for the structure of the building as it exists but, subject to the provisions of Section 12, Landlord agrees that if the structural elements of the building become damaged to a lesser condition than currently exists, and if such structural damage is due to no fault or negligence of Tenant, then Landlord will repair the damage in such a manner as to bring it back to a condition which is similar to the condition which existed at the time Tenant takes possession of the Premises; however, Landlord may terminate this Lease if such repair cost exceeds One Hundred Fifty Thousand dollars ($150,000) per incident. Landlord agrees to pro-rate Tenant's Rent during the "repair" period, if the resulting structural damage prohibits Tenant from carrying out its normal daily activities. If Landlord elects not to perform a repair which cost exceeds One Hundred Fifty Thousand dollars ($150,000), then Tenant may elect to remain in possession of the Premises and pay the stipulated Rent. If Tenant's quiet enjoyment and use of the Premises is reduced rent may be changed through mutual agreement of the parties or Tenant may elect to terminate this Lease.

C. Landlord shall not be required to maintain, repair or replace the interior spaces including the interior surface of exterior walls. If Landlord is required to perform maintenance that is not Landlord's obligation, Tenant shall reimburse Landlord, as Additional Rent, within fifteen (15) days after receipt of billing, for the cost of such maintenance and repairs which are the obligation of Tenant hereunder; provided, however, that Tenant shall not be required to reimburse Landlord for the cost of repairs of the structural elements of the building unless such repair is required because of the negligence or willful misconduct of Tenant or its employees, agents, or invitees in which event necessary repairs or replacements shall be charged to Tenant, its agents or clients as Additional Rent.

D. As used in this Lease, the term "structural elements of the building" are defined as and shall be limited to the foundation, footings, floor slab but not flooring, structural walls excluding glass and doors, and the roof including roof membrane but excluding skylights. Plumbing, electrical and heating systems shall be considered "structural elements of the building" excluding, however, those repairs and maintenance items which can be completed without wall or floor removal in which case these repairs shall be the responsibility of the Tenant.

E. Except as expressly provided in Sections A, B, C & D above, Tenant shall, at its cost, maintain and repair the Premises including the windows, skylights, doors and all door hardware, the walls and partitions, ceilings and all other surfaces visible to public or Tenant and the electrical, plumbing, lighting, heating and ventilating systems and fire alarm systems in a condition similar to that which exists at the time Tenant takes possession of the Premises. The term "maintain and repair" shall be defined as routine, regular or necessary maintenance including the responsibility for the Tenant to perform the periodic maintenance required per the service contracts listed in Exhibit "D." If plumbing, heating ventilating and electrical systems and fire alarm systems can be accessed without the removal of walls or floors, repairs and maintenance shall be the Tenant's responsibility. For example, Tenant will be responsible for toilet replacements and clogged toilets, while the Landlord will be responsible for main sewer lines that are clogged, damaged or broken due to no fault of Tenant. Landlord shall provide a working fire alarm system to Tenant. Tenant shall be responsible for keeping such system in working order. Tenant shall reimburse Landlord for the reasonable and customary cost of the required inspections of the fire alarm system.

F. Landlord shall have no maintenance or repair obligations with respect to the Premises except as expressly provided in this section. Tenant hereby expressly waives the provisions of Section 1 of Section 1932 and Sections 1941 and 1942 of the Civil Code of California and all rights to make repairs at the expense of Landlord as provided in Section 1942 of said Civil Code.

11. ALTERATIONS AND IMPROVEMENTS.

Tenant may, at its sole cost and expense, construct or cause to be constructed on the Premises those improvements including buildings, roadways, sidewalks, fences, playgrounds, parking

areas, utilities, signs, monuments and landscaping which Tenant deems necessary to the operation of its business provided such improvements are subject to local site, zoning, and design review and other required approvals and provided that Landlord has approved all such improvements as stated in Section 11.A of this Lease.

A. Requirements. In regard to the improvements constructed on the Premises consistent with the provisions of this Lease:

.1 For those improvements installed by Tenant for which Tenant desires reimbursement, Tenant must, prior to construction, obtain written approval from Landlord and the Division of the State Architect (DSA) for the improvements and their related costs. Said approval or disapproval must be expressly made by Landlord in writing in order for these improvements costs to be eligible for reimbursement. Landlord and Tenant recognize that such approvals may be completed in phases, such that Tenant initially requests conceptual approval and, if approved by Landlord, then proceeds to draw the plans and specifications. Landlord shall respond to Tenant with said approval or disapproval within forty-five (45) days after Landlord receives a written request with architectural plans and drawings from Tenant. Landlord's approval shall be at Landlord's sole and absolute discretion and Landlord may withhold or disapprove of such improvements without reason. If Landlord approves the improvements for reimbursement then Landlord and Tenant shall agree on the amortization period for the improvements and then Tenant must proceed to obtain the Division of the State Architect's, or its successor's, approval. Tenant agrees to deliver DSA's written approval to Landlord within 10 days after Tenant's receipt. Tenant agrees not to proceed with any construction of improvements eligible for reimbursement until Tenant has obtained Landlord's and DSA's written approvals. In the event Landlord disapproves reimbursement of the improvements, Tenant may elect to treat such improvements in accordance with Section 11A.2.

.2 For those improvements which are not approved for reimbursement by Landlord or for which Tenant does not seek reimbursement, Tenant shall, prior to construction, major repair, renovation or demolition of any improvements, obtain the prior written consent of Landlord to the final plans, specifications and schedule for completion thereof before Tenant commences any such improvements. Landlord and Tenant recognize that such approvals may be completed in phases, such that Tenant initially requests conceptual approval and, if approved by Landlord, then proceeds to draw the plans and specifications. Landlord shall respond to Tenant with said approval or disapproval within forty-five (45) days after Landlord receives a written request with architectural plans and drawings from Tenant. As a condition of such approval, Landlord may require that Tenant agree to remove certain improvements and restore the Premises to its original condition upon expiration or earlier termination of this Lease, and/or provide Landlord with adequate security for such removal. For those improvements made by Tenant for which the cost is not part of a reimbursement agreement between Landlord and Tenant but which are approved in writing by Landlord, Landlord agrees to cooperate with Tenant to arrange for these improvements to be done through the DSA approval process as long as no cost is incurred by Landlord.

.3 Upon expiration of this Lease or upon earlier termination as provided within this Lease, Landlord shall reimburse Tenant, for those improvements approved by Landlord as being eligible for reimbursement as agreed upon when the improvements were approved for reimbursement as long as Tenant has complied with Section 11A.1 and obtained Landlord's and the Division of the State Architect's (DSA) approval of the plans and costs in writing prior to installation by Tenant.

B. Not less than fifteen (15) days prior to the construction, major repair, renovation or demolition of any improvements on the Premises, Tenant shall provide Landlord with information regarding the contractor's financial condition and evidence to Landlord's reasonable satisfaction that adequate funds to complete the improvements are committed and available or that completion has been otherwise adequately assured. Such assurances may include, in Landlord's discretion, a completion guarantee and a performance bond issued by a surety acceptable to Landlord. No construction shall commence until Landlord has given Tenant written acceptance of such assurances.

C. Tenant shall give Landlord fifteen (15) days prior written notice before commencing any work on the Premises so that Landlord may post such notices of non-responsibility with respect thereto as Landlord may deem appropriate.

D. Not less than fifteen (15) days prior to the construction, major repair, renovation or demolition of any improvements on the Premises, Tenant shall provide Landlord with sufficient evidence that it has obtained all required approvals and permits for the work and that Tenant or Tenant's contractor(s) has in effect, with premiums paid, adequate casualty and liability insurance (including builder's risk) coverage and workers' compensation.

E. Upon commencement of construction of any improvements, Tenant shall cause the work to be diligently pursued to completion in accordance with the schedule for completion approved by Landlord, subject to unavoidable delays caused by weather, supply shortages, strikes or acts of God.

F. All work on improvements shall be performed in a sound and workmanlike manner, in compliance with the applicable laws and building codes, in conformance with the plans and specifications approved by Landlord and DSA, if applicable, or any modifications thereto which have been approved in writing by Landlord. If an Improvement project requires the use of DSA approved Inspector services, Tenant shall reimburse Landlord for the costs related to said services.

G. Landlord or Landlord's agent shall have a continuing right at all times during the period that improvements are being constructed on the Premises to enter the Premises and to inspect the work provided that such entries and inspections do not unreasonably interfere with the progress of the construction. Tenant shall require its contractors who construct improvements on the Premises to reasonably cooperate with Landlord or its agent in such inspections. In connection with any entry by Landlord or Landlord's agent pursuant to this Section 11G, Landlord covenants and agrees to defend (by counsel reasonably acceptable to

Tenant), indemnify, and hold harmless Tenant and its officers, directors, and employees, from and against any and all damage, loss, liability or expense, including, without limitation, reasonable attorneys' fees and costs, which arises as a result of damage to property or injury to persons caused by the negligence or willful misconduct of Landlord or its agent.

H. Within ninety (90) days after completion of construction of any work of Improvement on the Premises, Tenant shall deliver to Landlord two (2) full and complete sets of as-built plans for the work so completed.

I. Landlord shall cooperate with Tenant by executing and filing such applications for zoning or use permits necessary for the operation of Tenant's school on the Premises as may be reasonably required to complete Tenant's improvements, however, no costs shall accrue to or be borne by Landlord. If not inconsistent with the Joint Use Agreement, Landlord shall cooperate with Tenant to obtain City approval to fence playground in front of school. Such fence shall not be locked and ingress and egress to the playground shall be open at all times unless changed by the City of Mountain View per the Joint Use Agreement.

J. Landlord agrees to cooperate with Tenant in replacing existing five modular classrooms and/or adding one additional modular classroom to the campus upon request from Tenant. Tenant shall obtain all approvals from Department of State Architect (DSA). Tenant shall work directly with DSA and is responsible for all costs of modular classrooms including purchase or lease agreements, installation, maintenance and removal.

12. CASUALTY DAMAGE.

A. In the event that any portion of the Premises are destroyed or damaged by an uninsured peril which repair cost would be in excess of the dollar amount named in Section 10B, Maintenance and Repairs, Landlord or Tenant may, upon written notice to the other, given within thirty (30) days after the occurrence of such damage or destruction, elect to terminate this Lease; provided, however, that either party may, within thirty (30) days after receipt of such notice, elect to make the required repairs and/or restoration, in which event this Lease shall remain in full force and effect, and the party having made such election to restore or repair shall thereafter diligently proceed with such repairs and/or restoration. If Landlord elects to make the required repairs, Landlord shall do so at Landlord's sole cost and expense in conformance with Section 10 Maintenance and Repairs of this lease. If Tenant elects to make the required repairs, Tenant shall do so at Tenant's sole cost and expense. Notwithstanding whichever party elects to make the repairs, a reasonable repair or restoration period shall be determined by an architect or contractor selected by Landlord and approved by Tenant such approval not to be unreasonably withheld. Tenant's rent shall be prorated during the "repair" period. Such proration shall be based upon the portion of the Premises that remain habitable and usable by Tenant. If Tenant's quiet enjoyment of the habitable portion of the Premises is reduced, the rent may be changed through mutual agreement of the parties or Tenant may elect to terminate this Lease.

B. In the event the Premises are damaged or destroyed from any insured peril to the extent of seventy percent (70%) or more of the then replacement cost of the Premises, Landlord or Tenant may, upon written notice, given to the other within thirty (30) days after the occurrence of such damage or destruction, elect to terminate this Lease. If neither party gives such notice in writing within such period, Landlord shall be deemed to have elected to rebuild or restore the Premises, in which event Landlord shall, at its expense, promptly rebuild or restore the Premises to their condition prior to the damage or destruction. In the event the Premises are damaged or destroyed from any insured peril to the extent of less than seventy percent (70%) of the then replacement cost of the Premises, Landlord shall at Landlord's expense, promptly rebuild or restore the Premises to their condition prior to the damage or destruction. Notwithstanding the foregoing, Tenant may terminate this Lease if the Premises are damaged or destroyed to the extent of fifty percent (50%) or more of the then replacement cost of the Premises.

C. In the event that, pursuant to the foregoing provisions, Landlord is to rebuild or restore the Premises, Landlord shall, within thirty (30) days after the occurrence of such damage or destruction, provide Tenant with written notice of the time required for such repair or restoration. If such period is longer than one hundred twenty (120) days from the issuance of a building permit, Tenant may, within thirty (30) days of receipt of Landlord's notice, elect to terminate the Lease by giving written notice to Landlord of such election, whereupon the Lease shall immediately terminate. The period of time for Landlord to complete the repair or restoration shall be extended for delays caused by the fault or neglect of Tenant or because of acts of God, labor disputes, strikes, fires, freight embargoes, rainy or stormy weather, inability to obtain materials, suppliers or fuels, acts of contractors or subcontractors, or delays of contractors or subcontractors due to such causes or other contingencies beyond the control of Landlord. Landlord's obligation to repair or restore the Premises shall not include restoration of Tenant's trade fixtures, equipment, merchandise, or any improvements, alterations, or additions made by Tenant to the Premises.

D. Unless this Lease is terminated pursuant to the foregoing provisions, this Lease shall remain in full force and effect; provided, however, that during any period of repairs or restoration, Rent and all other amounts to be paid by Tenant shall be abated in proportion to the area of the Premises rendered not reasonably suitable for the conduct of Tenant's business thereon.

13. DEFAULT.

A. Events of Default. A breach of this Lease shall exist if any of the following events (hereinafter referred to as "Event of Default") shall occur:

.1 Default in the payment when due of any installment of Rent or other payment required to be made by Tenant hereunder, and such default shall not have been cured within ten (10) days after written notice from Landlord;

.2 Tenant's failure to perform any other term, covenant or condition contained in this Lease and such failure shall have continued for thirty (30) days after written notice of such failure is given to Tenant;

.3 The sequestration of, attachment of, or execution on, any substantial part of the property of Tenant or on any property essential to the conduct of Tenant's business, shall have occurred and Tenant shall have failed to obtain a return or release of such property within thirty (30) days thereafter, or prior to sale pursuant to such sequestration, attachment or levy, whichever is earlier;

.4 The Tenant or any guarantor of Tenant's obligations hereunder shall generally not pay its debts as they become due or shall admit in writing its inability to pay its debts;

.5 Any case, proceeding or other action against the Tenant or any guarantor of the Tenant's obligations hereunder shall be commenced seeking to have an order for relief entered against it as debtor, or seeking reorganization, arrangement, adjustment, liquidation, dissolution or composition of it or its debts under any law relating to bankruptcy, insolvency, reorganization or relief of debtors, or seeking appointment of a receiver, trustee, custodian or other similar official for it or for all or any substantial part of its property, and such case, proceeding or other action (i) results in the entry of an order for relief against it which is not fully stayed within fifteen (15) business days after the entry thereof or (ii) remains undismissed for a period of forty five (45) calendar days.

.6 The Tenant or any such guarantor shall take any corporate action to authorize any of the actions set forth in Sections 13A.4 or 13A.5 above;

B. Remedies. Upon any Event of Default, Landlord shall have the following remedies, in addition to all other rights and remedies provided by law, to which Landlord may resort cumulatively, or in the alternative:

.1 Recovery of Rent. Landlord shall be entitled to keep this Lease in full force and effect (whether or not Tenant shall have abandoned the Premises) and to enforce all of its rights and remedies under this Lease, including the right to recover Rent and other sums as they become due, plus interest at the rate of Bank of America's or its successor's reference rate plus three percent (3%) per annum from the due date of each installment of Rent or other sum until paid.

.2 Termination. Landlord may terminate this Lease by giving Tenant written notice of termination. On the giving of the notice all of Tenant's rights in the Premises shall terminate. Upon the giving of the notice of termination, Tenant shall surrender and vacate the Premises in the condition required by Section 26, and Landlord may re-enter and take possession of the Premises and all the remaining improvements or property and eject Tenant or any of Tenant's Subtenants, assignees or other person or persons claiming any right under or through Tenant or eject some and not others or eject none. This Lease may also be terminated by a

judgment specifically providing for termination. Any termination under this section shall not release Tenant from the payment of any sum then due Landlord or from any claim for damages or Rent previously accrued or then accruing against Tenant. In no event shall any one or more of the following actions by Landlord constitute a termination of this Lease:

(a) maintenance and preservation of the Premises;
(b) efforts to relet the Premises;
(c) appointment of a receiver in order to protect Landlord's interest hereunder;
(d) consent to any subletting of the Premises or assignment of this Lease by Tenant, whether pursuant to provisions hereof concerning subletting and assignment or otherwise; or,
(e) any other action by Landlord or Landlord's agents intended to mitigate the adverse effects from any breach of this Lease by Tenant.

.3 Damages. In the event this Lease is terminated pursuant to Section 13B.2 above, or otherwise, Landlord shall be entitled to damages in the following sums:

(a) the worth at the time of award of the unpaid Rent which has been earned at the time of termination; plus,

(b) the worth at the time of award of the amount by which the unpaid Rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that Tenant proves could have been reasonably avoided; plus,

(c) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Tenant proves could be reasonably avoided; and,

(d) any other amount necessary to compensate Landlord for all detriment proximately caused by Tenant's failure to perform Tenant's obligation under this Lease, or which in the ordinary course of things would be likely to result there from including, without limitation, the following: (i) expenses for cleaning, repairing or restoring the Premises; (ii) real estate broker's fees, reasonable advertising costs and other expenses of reletting the Premises; (iii) costs of carrying the Premises and insurance premiums thereon, utilities and security precautions; (iv) expenses in retaking possession of the Premises; (v) reasonable attorneys' fees and court costs; and, (vi) any unamortized real estate brokerage commission paid in connection with this Lease;

(e) the "worth at the time of award" of the amounts referred to in Sections (a) and (b) of this section, is computed by allowing interest at the rate of Bank of America's or its successor reference rate plus three percent (3%) per annum. The "worth at the time of award" of the amounts referred to in

Section (c) of this section is computed by discounting such amount at the discount rate of the Federal Reserve Board of San Francisco at the time of award plus one percent (1%). The term "Rent" as used in this section shall include all sums required to be paid by Tenant to Landlord pursuant to the term of this Lease.

14. MECHANICS LIEN.

Tenant shall: (i) pay for all labor and services performed for, materials used by or furnished to Tenant or any contractor employed by Tenant with respect to the Premises; and, (ii) indemnify, defend and hold Landlord and the Premises harmless and free from the perfection of any liens, claims, demands, encumbrances or judgments created or suffered by reason of any labor or services performed for, materials, used by or furnished to Tenant or any contractor employed by Tenant with respect to the Premises; and, (iii) give notice to Landlord in writing fifteen (15) days prior to employing any laborer or contractor to perform services related to, or receiving materials for the use upon the Premises; and, (iv) permit Landlord to post a notice of nonresponsibility in accordance with the statutory requirements of California Civil Code Section 3094 or any amendment thereof. In the event Tenant is required to post an improvement bond with a public agency in connection with the above, Tenant agrees to include Landlord as an additional obligee.

15. INSPECTION OF PREMISES.

Tenant agrees to provide Landlord with a set of keys for emergency repairs. Tenant shall permit Landlord and its agents to enter the Premises at any reasonable time for the purpose of inspecting the same; performing Landlord's maintenance and repair responsibilities; or posting a notice of nonresponsibility for alterations, additions, or repairs. In addition to the right granted to Landlord under Section 11 to inspect improvements under construction on the Premises, Landlord and its authorized agents and representatives shall have the right throughout the Term of this Lease to enter the Premises at all reasonable times during usual business hours and upon reasonable notice of no less than 24 hours for the purpose of inspecting the Premises or touring prospective purchasers or mortgagees, and at any time within two (2) years prior to the expiration of the Term of this Lease, for the purpose of showing the same to prospective tenants / bidders or to place upon the Premises "For Lease" or "For Sale" signs, provided said signs shall not suggest the Tenant's business is for sale.

16. HOLDING OVER.

Should Tenant hold over in possession after the expiration of the original term or any extended term of this Lease, such holding over shall not be deemed to extend the term or renew the Lease, but the tenancy thereafter shall continue upon the covenants and conditions herein set forth at 150% (One Hundred Fifty percent) of the monthly rental (Holding Over Rent) of the last expiring term unless a different rental amount is mutually agreed to by Tenant and Landlord.

17. NOTICES.

Any notices which either of the parties hereto is required or may desire to send or deliver to give to the other party, shall be sent by U.S. Mail First Class, certified mail return receipt requested, postage prepaid, or delivered personally or by overnight delivery service with proof of delivery, with all charges prepaid, to such other party at the address listed below, or to such address as either party may designate to the other from time to time in writing.

Landlord: Superintendent
Mountain View – Whisman School District
750 – A San Pierre Way
Mountain View, CA 94043

Tenant: President of the Board
The German School of Silicon Valley
310 Easy Street
Mountain View, CA 94043

The date of service of any such notice mailed as aforesaid, shall be deemed to be five (5) days after the date of such mailing, and the date of service of any such notice hand delivered or delivered by overnight delivery service, as aforesaid, shall be deemed to be one (1) day after delivery thereof to the delivery service office.

18. ATTORNEYS' FEES.

In the event either party shall bring any action or legal proceeding for damages for any alleged breach of any provision of this Lease, to recover Rent or possession of the Premises, to terminate this Lease, or to enforce, protect or establish any term or covenant of this Lease or right or remedy of either party, the prevailing party shall be entitled to recover as a part of such action or proceeding, reasonable attorneys' fees and court costs, including attorneys' fees and costs for appeal, as may be fixed by the court or jury. The term "prevailing party" shall mean the party who received substantially the relief requested, whether by settlement, dismissal, summary judgment, judgment, or otherwise.

19. ASSIGNMENT.

The Tenant may not assign this Lease without Landlord's consent and written approval as herein provided, such consent and approval (or refusal thereof) not to be unreasonably delayed. Any assignment of this Lease must be in writing and signed by Landlord and Tenant. This Lease cannot be assigned during the first five years of the Lease Term. Subsequent to the first five years of the Lease Term, provided Tenant is not then in default under this Lease, this Lease may be assigned, in its entirety, by Tenant to any person or entity who, on the basis of generally accepted accounting principles consistently applied, has a then present net worth and

creditworthiness equal to or greater than that of Tenant, and otherwise meets the requirements of Landlord, which shall not be unreasonable, provided that no sale, assignment or transfer shall be effective until there shall have been delivered to Landlord an agreement, or a duplicate original of such assignment containing an agreement, in recordable form, executed by the assignor and the proposed assignee whereby such assignee agrees, expressly for the benefit of Landlord, to assume, keep and perform, and be bound by each and all of the covenants, conditions, restrictions and provisions herein contained on the part of Tenant, and any such assignment or transfer shall be subject to each and all of such covenants, conditions, restrictions and provisions hereof. Any assignment in violation of this Section shall be void and of no effect. Tenant agrees that the Landlord may assign any interest in this Lease, as required or desired at any time, provided that such assignment will not disturb the Tenant's possession and quiet enjoyment of the Premises.

20. SUCCESSORS.

This Lease contains all of the covenants, agreements, representations and provisions thereof and shall inure to the benefit of and be binding upon the respective heirs, legal representatives, executors, administrators, successors and assigns of the parties hereto, except as provided in Section 19.

21. SURRENDER OF LEASE NOT MERGER.

The voluntary or other surrender of this Lease by Tenant, or a mutual cancellation thereof, shall not work a merger and shall, at the option of Landlord, terminate all or any existing subleases or Subtenants, or operate as an assignment to Landlord of any or all such subleases or Subtenants.

22. WAIVER.

The waiver by Landlord or Tenant of any breach of any term, covenant or condition or any subsequent breach of the same or any other term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition or any subsequent breach of the same or any other term, covenant or condition herein contained.

23. GENERAL.

A. The captions and section headings used in this Lease are for the purposes of convenience only. They shall not be construed to limit or extend the meaning of any part of this Lease.

B. Time is of the essence for the performance of each term, covenant and condition of this Lease.

C. In case any one or more of the provisions contained herein, except for the payment of Rent, shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision of this Lease, but this Lease shall be construed as if such invalid, illegal or unenforceable provision had not been contained herein. This Lease shall be construed and enforced in accordance with the laws of the State of California.

D. If Tenant is more than one person or entity, each such person or entity shall be jointly and severally liable for the obligations of Tenant hereunder.

24. SIGNS.

Tenant shall at Tenant's cost have the right and entitlement to place Tenant's and all approved subtenant(s)' signs on said Premises, and otherwise to advertise its services, provided Tenant obtains the approval and consent of Landlord, such approval and consent not to be unreasonably withheld, and is in compliance with the local ordinances pertaining thereto. In connection with the placement of such signs, Landlord agrees to cooperate with Tenant in obtaining any governmental permits which may be necessary. Throughout the Term of this Lease Tenant shall, at its sole cost and expense, maintain the signage and all appurtenances in good condition and repair. If approved by the City of Mountain View, Tenant shall have the right to cover Landlord's sign with its own, provided Tenant restores Landlord's sign upon termination of the lease. At the termination of this Lease, Tenant shall remove any signs which it has placed on the land or buildings in which the Premises are located, and shall repair any damage caused by the installation or removal of such sign.

25. INTEREST ON PAST DUE OBLIGATIONS.

Any amount due to Landlord not paid when due shall bear interest at the rate of Bank of America's or its successor's reference rate plus three percent (3%) per annum commencing thirty (30) days after the due date, but not to exceed the maximum rate permitted by law. Payment of such interest shall be in addition to any late charges owing pursuant to Section 3 and shall not excuse or cure any default by Tenant under this Lease.

26. SURRENDER OF THE PREMISES.

On the last day of the term hereof, or on sooner termination of this Lease, Tenant shall surrender to Landlord the Premises and any then existing improvements in good order, condition and repair, reasonable wear and tear excepted, free and clear of all liens, claims and encumbrances. Said condition shall be similar to that existing as of the commencement date of this Lease excepting normal ordinary wear and tear and any structural improvements made by Landlord subsequent to the commencement date. Tenant shall remove from the Premises all of Tenant's personal property, trade fixtures, and any improvements made by Tenant which Tenant and

Landlord agreed would be removed by Tenant. All property not so removed shall be deemed abandoned by Tenant. If the Premises are not so surrendered at the termination of this Lease, Tenant shall indemnify Landlord against loss or liability resulting from delay by Tenant in so surrendering the Premises including, without limitation, any claims made by any succeeding Tenant or losses to Landlord due to lost opportunities to Lease to succeeding tenants.

27. LANDLORD'S COVENANTS.

The Landlord covenants, warrants and represents that it has full right and power to execute and perform this Lease, and to grant the estate demised herein, and covenants that Tenant on paying Rent as herein provided and performing the covenants hereof shall peaceably and quietly have, hold and enjoy the demised Premises and all rights, easements, appurtenances and privileges belonging or in any way appertaining thereto, during the term of this Lease and any extension or renewal thereof.

28. BROKERAGE.

Landlord and Tenant agree that no broker other than Enshallah, Inc., the Landlord's property consultant, was involved in any of the negotiations which preceded this Lease Agreement nor in the procuring of same. Landlord and Tenant agree that if any claim be made for brokerage fees by, through or on account of any acts of Landlord or Tenant or their respective representatives, the party upon whose acts such claim is made will hold the other harmless from any and all liabilities and expenses in connection therewith. Landlord shall be solely responsible for any brokerage fees owing to Enshallah, Inc.

29. HAZARDOUS MATERIALS.

Landlord and Tenant agree as follows with respect to the existence or use of Hazardous Materials on the Premises including any improvements made by Tenant.

A. Definition. As used herein, the term "Hazardous Materials" means any hazardous or toxic substance, material or waste which is or becomes regulated by any local governmental authority, the State of California or the United States Government. The term "Hazardous Materials" includes, without limitation, petroleum products, asbestos, PCB's, and any material or substance which is (i) defined as hazardous or extremely hazardous pursuant to Title 22 of the California Code of Regulations, Division 4.5, Chapter 11, Article 4, Section 66261.30 et seq (ii) defined as a "hazardous waste" pursuant to Section (14) of the federal Resource Conservation and Recovery Act, 42 U.S.C. 6901 et. seq. (42 U.S.C. 6903), or (iii) defined as a "hazardous substance" pursuant to Section 10 of the Comprehensive Environmental Response,, Compensation and Liability Act, 42 U.S.C. 9601 et. seq. (42 U.S.C. 9601). As used herein, the term "Hazardous Materials Law" shall mean any statute, law, ordinance, or regulation of any governmental body or agency (including the U.S. Environmental Protection Agency, the

California Regional Water Quality Control Board, and the California Department of Health Services) which regulates the use, storage, release or disposal of any Hazardous Material.

B. Hazardous Materials. Tenant shall not cause or permit any Hazardous Material to be generated, brought onto, used, stored, or disposed of in or about the Premises by Tenant or its agents, employees, contractors, subtenants, or invitees, except for limited quantities of standard office, classroom and janitorial supplies (which shall be used and stored in strict compliance with Environmental Laws). Tenant shall comply with all Environmental Laws.

C. Responsibility of Tenant. From and after the commencement date, Tenant shall be solely responsible for all environmental matters affecting the Premises and any improvements.

.1 Any handling, transportation, storage, treatment, disposal or use of Hazardous Materials in or about the Premises and any improvements by any person or entity shall be the responsibility of Tenant and shall strictly comply with all applicable Hazardous Materials Laws and the provisions of this Lease.

.2 It shall be the duty of Tenant to insure that the Premises and any improvements are at all times in strict compliance with all Hazardous Materials Laws and that all activities conducted in or about the Premises and improvements comply in every respect with all applicable Hazardous Materials Laws including, but not limited to, all notification, record keeping, and maintenance requirements of such Laws.

.3 Tenant shall have and discharge all of the duties and obligations of the owner of the Premises and improvements under applicable Hazardous Materials Laws, including, but not limited to, response and remediation; and

.4 Tenant shall be responsible for all liability to third parties who may be harmed or claim harm resulting from an environmental condition on or about the Premises and any improvements.

.5 Tenant shall not be responsible for correcting environmental conditions which existed on the Premises prior to Tenant's possession of the Premises or any portion thereof.

D. Indemnification. Tenant shall indemnify, defend upon demand with counsel reasonably acceptable to Landlord, and hold harmless Landlord and its trustees, agents and employees from and against any liabilities, losses, claims, damages, lost profits, consequential damages, interest, penalties, fines, monetary sanctions, attorneys' fees, experts' fees, court costs, remediation costs, investigation costs, and other expenses which result from or arise in any manner whatsoever out of the use, storage, treatment, transportation, release, disposal, or presence of Hazardous Materials on or about the Premises and any improvements.

E. Tenant Action. If the presence of Hazardous Materials on the Premises and any improvements from any source results in contamination or deterioration of water or soil resulting

in a level of contamination greater than the levels established as acceptable by any governmental agency having jurisdiction over such contamination and if the Tenant is responsible therefore under applicable law, then Tenant shall, at its sole cost and expense, promptly take any and all action necessary to investigate and remediate such contamination if required by law or as a condition to the issuance or continuing effectiveness of any governmental approval which relates to the use of the Premises and any improvements or any part thereof. Tenant shall further be solely responsible for, and shall defend, indemnify and hold Landlord and its agents harmless from and against, all claims, costs and liabilities, including attorneys' fees and costs, arising out of or in connection with any investigation and remediation required hereunder to return the Premises and any improvements to full compliance with all Hazardous Materials Laws.

F. Notice. Landlord and Tenant shall each give written notice to the other as soon as reasonably practicable of (i) any communication received from any governmental authority concerning Hazardous Materials which relates to the Premises and any improvements, and (ii) any contamination of the Premises and any improvements by Hazardous Materials which constitutes a violation of any Hazardous Materials Law. Tenant and Subtenants may use small quantities of household chemicals such as adhesives, lubricants, and cleaning fluids in order to conduct their business on the Premises and any improvements and such other Hazardous Materials as are necessary for the operation of their respective businesses of which Landlord receives notice prior to such Hazardous Materials being brought onto the Premises and any improvements and to which Landlord consents in writing. As a condition to its consent, Landlord may require from Tenant or any Subtenant additional security and/or indemnification against potential claims or losses resulting from the presence or use of such Hazardous Materials at or on the Premises and any improvements. At any time during the Term, Tenant shall, within thirty (30) days after written request therefore received from Landlord, disclose in writing all Hazardous Materials that are being used by Tenant or Subtenants on the Premises and any improvements, the nature of such use, and the manner of storage and disposal.

G. Monitoring Wells. In the event that Landlord has reason to believe that Hazardous Materials may be present on the Premises and any improvements, Landlord may enter the Premises to install testing wells on the Premises and any improvements, at locations determined by Landlord and Tenant, and may cause the ground water to be tested to detect the presence of Hazardous Materials by the use of such tests as are then customarily used for such purposes. Tenant shall comply promptly with any such request. Landlord may require that testing wells be installed, at Tenant's expense if such Hazardous Materials were deposited or entered the Premises during Tenant's possession of the Premises or portions thereof.

H. Survival. The obligations of Tenant under this Section 29 shall survive the expiration or earlier termination of this Lease. Such surviving obligations shall exclude environmental conditions which existed on the Premises prior to Tenant's possession of the Premises or any portion thereof, or which arose after Tenant vacated the Premises or any portion thereof. The rights and obligations of Landlord and Tenant with respect to issues relating to Hazardous Materials are exclusively established by this Section. In the event of any inconsistency between any part of this Lease and this Section, the terms of this Section shall control.

I. Asbestos. Landlord represents that the Whisman School site complies with the State of California requirements regarding asbestos mitigation and is in compliance with the Asbestos Hazards Emergency Response Act and agrees to provide Tenant with the most current certification of such compliance. Landlord agrees to be responsible for future mitigation, if any, as required by the State of California regarding requirements relating to asbestos in the building unless mitigation is due to action of Tenant, its agents or clients, in which instance, this Section 29 of this Lease shall prevail. Tenant agrees to cooperate with Landlord on all asbestos inspections and permit Landlord access to all parts of the Premises whenever necessary to complete such inspections.

J. Lead Paint. Landlord represents to Tenant that the Whisman School site contains lead paint and Tenant shall be solely responsible for this material.

K. In the event that Tenant causes any Hazardous Materials to be released, spilled or otherwise exposed through its use and occupancy of the Premises, such as, but not limited to, remodeling or other construction, Tenant shall be solely responsible for all costs associated with the proper handling, mitigation, remediation and disposal of such Hazardous Materials and all related cleanup.

30. CODE COMPLIANCE.

During the Term of this Lease, Tenant and Landlord shall cooperate to comply promptly with all requirements of all federal, state and municipal governments, agencies, courts, commissions, boards, or any other body exercising functions similar to those of any of the foregoing, foreseen or unforeseen, ordinary as well as extraordinary, which may be applicable to the Premises. Notwithstanding any provisions to the contrary contained in this Lease, in the event the City of Mountain View or any agency or department thereof requires that the buildings on the Premises be brought up to building code, regulation or other standard, the parties shall negotiate with each other as to who shall pay for the cost of such work and other related issues. If the parties are unable to reach agreement, Tenant may elect to continue this Lease until the time the code mandates compliance or Tenant may elect to terminate this Lease prior to this compliance date upon sixty (60) days written notice to Landlord. In the event the City of Mountain View, or any other public agency with jurisdiction over the health and safety of the Premises, requires testing of the Premises, the Tenant shall cooperate with the Landlord to permit such testing to take place.

31. PARKING.

Tenant shall have the exclusive use of the parking spaces on the Premises. Tenant shall not abandon any inoperative vehicles or equipment on any portion of the Premises. Tenant agrees to keep the parking area in good order. Tenant acknowledges and understands that the parking lot in the front of the school is controlled by the City of Mountain View under a Joint Use Agreement and Tenant agrees to abide by the terms of the Joint Use Agreement.

32. INTENTIONALLY NOT USED.

33. SUBLEASING.

A. Provided Tenant is not then in default under this Lease, Tenant shall have the right, at any time during the Term hereof and from time to time, with the prior written consent of Landlord, which consent shall not be unreasonably withheld or delayed, to sublet all or any portion of the Property, provided that: (a) each such Sublease shall be subject to each and all of the covenants, conditions, restrictions and provisions of this Lease, including the early termination clauses and, if required, the obligation to obtain a conditional use permit, (b) Landlord shall have no obligation to accept the attornment of any Subtenant except upon termination of this Lease, (c) without Landlord's approval, Tenant shall not accept more than one month's rent from any Subtenant, (d) no Sublease shall extend beyond the Term of this Lease without Landlord's express written consent thereto which may be withheld in Landlord's sole and absolute discretion, and (e) within ten (10) days after the execution thereof by the parties, Tenant shall deliver to Landlord a full, true, and complete copy of every Sublease and of all amendments or modifications thereto.

B. Regardless of Landlord's consent, no subletting shall release Tenant of Tenant's obligation or alter the primary liability of Tenant to pay the Rent and to perform all other obligations to be performed by Tenant hereunder. The acceptance of Rent by Landlord from any other person shall not be deemed to be a waiver by Landlord of any provision hereof. Consent to one subletting shall not be deemed consent to any subsequent assignment or subletting. In the event of default by any Subtenant of Tenant or any successor of Tenant, in the performance of any of the terms hereof, Landlord may proceed directly against Tenant without the necessity of exhausting remedies against said Subtenant.

C. Landlord's Participation of Sublet Revenues. Tenant shall pay to Landlord an amount ("Sublet Rent") equal to fifty percent of all sublet revenue in excess of the Sublet Revenue Base for each sublet space on the Premises. Sublet Rent shall be computed and paid as follows:

.1 As used herein, the term "Sublet Revenues" means the gross amount of any rent and/or other consideration paid to Tenant for or in connection with the subletting or other use or occupancy of the Premises or any part thereof or interest therein after deducting there from (a) the pro-rata share of the unamortized costs previously incurred by Tenant from major repairs, replacements and capital improvements to the Premises, (b) actual incurred costs of relocating, recruiting, negotiating with, and executing a sublease with subtenant, including, but not limited to, reasonable and customary brokerage fees or commissions, consulting fees, legal fees, and related costs, and (c) the cost of any tenant improvement or other improvements made to the Premises by Tenant as part of the sublease transaction. The term "Sublet Revenues" shall be construed in its broadest sense to include the gross amount of all things of value given, directly or indirectly, by any person or entity for or in connection with the right of using or occupying the Premises or any part thereof or interest therein, and if any charge shall be assessed

or collected at a rate which is less than the then fair market value therefore, the actual amount shall nonetheless be included in Sublet Revenue. Sublet Revenue shall not include, however, the gross amount of (i) Taxes and Assessments payable by Tenant pursuant to Section 7 of this Lease which is collected from or paid on Tenant's behalf by another, (ii) insurance proceeds (other than insurance paid for or in connection with lost rents) paid as a result of damage to or destruction of the improvements made by Tenant on the Premises or as a result of personal injury, (iii) condemnation awards except to the extent that such are paid for or in connection with lost rents, (iv) common area maintenance expenses, exclusive of mark-ups, which are paid by Tenant to unrelated third party vendors and collected from Subtenants, or (v) occasional use of the Premises by such non-profit organizations as Girl Scouts, or other temporary or occasional users who provide community services.

.2 The Sublet Revenue Base per square foot shall be calculated by dividing the Annual Rent by 12 months and then dividing that quotient by 28,300 square feet. Fifty percent (50%) of all Sublet revenue in excess of the Sublet Revenue Base for each sublet space on the Premises shall be paid to Landlord, after deducting the items described in Section 33C.1 above. Increases in Sublet Revenue received by Tenant shall cause a recalculation of the amount due Landlord, it being the intent of Landlord and Tenant that Landlord shall share in all Sublet Revenue increases over the Tenant's Rent payable with respect to each individual sublet space.

.3 As used in this Section 33, the term "Lease Year" regarding subleasing means the year beginning August 1 and ending on July 31 of the following year. For purposes of this Section 33, the first Lease Year shall be for 13 months (July 1, 2002 – July 31, 2003 and the last Lease Year shall be for 11 months (August 1, 2021 – June 30, 2022).

.4 Sublet Rent due with respect to each sublet space within the Premises shall be paid by Tenant to Landlord monthly in arrears beginning on the first (1st) day of the second full calendar month of the sublet term. Sublet Rent will be due to Landlord on the first day of the second full calendar month after sublet revenue increases are calculated and levied upon subtenants by Tenant and shall be paid in lawful money of the United States of America, without demand, notice, deduction, offset or abatement, at the address of Landlord stated in Section 17 of this Lease.

.5 Tenant shall keep full, complete and proper books and records with respect to Sublet Revenue, which books and records shall be retained within the County of Santa Clara for a period of time after the close of the applicable lease year in compliance with applicable state and federal record retention laws.

.6 For each lease year in which subtenants occupy the Premises hereinafter referred to as "sublet lease year", Tenant shall furnish a written statement, executed by Tenant's financial officer or accountant, directed to Landlord and certifying that the calculation and payment of the Sublet Rent for such lease year have been made in accordance with the terms of this Lease and that, to the best of his or her knowledge, which shall be based on a detailed review of Tenant's records, all Sublet Revenues have been properly reported and considered. Such statement shall also contain a summary for each Subtenant of the Sublet Revenue by month as

shown in Tenant's books and records. The statement shall be submitted to Landlord not later than thirty (30) days after the end of each sublet lease year.

.7 Landlord shall have the right, not more than once each Lease Year, to conduct an audit of the books and records related to Tenant's sublease revenues and sublease costs including a review of the subleases of Tenant. Tenant shall provide public financial records (including IRS Form 990) to Landlord upon request. If any review by Landlord of such audit records discloses a potential discrepancy, Landlord shall employ an independent auditor for further review. Such auditor shall be the then current District's outside, independent auditors. If the Sublet Revenues are under reported to Landlord for any Lease Year by more than two percent (2%) of the actual Sublet Revenue for such Lease year, Tenant shall pay to Landlord, on demand, (i) the additional Sublet Rent due, (ii) all of the Landlord's actual costs (including, without limitation, the prorated salary of Landlord's inspector, and fringe benefits) incurred by Landlord in inspecting such book and records; and (iii) interest on the additional Sublet Rent at the rate of Bank of America's or its successor's reference rate plus three percent (3%) per annum from the due date of each installment of Sublet Rent until paid.

.8 Provided that Sublet Revenue has been factored into the calculation of Annual Rent as finally determined for years 11 through 20 of this Lease, the Sublet Revenue Base for each sublet space shall be redetermined at the commencement of year 11 to reflect the new Annual Rent and as provided in this Section.

34. NO SUBORDINATION.

Nothing in this Section or in any other provision of this Lease shall be construed as an agreement by Landlord to subordinate its fee interest in the Premises to any Leasehold Mortgage or other lien or right. No Leasehold Mortgage shall impair Landlord from enforcing its rights and remedies herein or by law provided.

35. ENTIRE AGREEMENT.

This Lease constitutes the entire understanding between the parties hereto and no addition to, or modification of, any term or provision of this Lease shall be effective until set forth in writing signed by both Landlord and Tenant. Landlord and Tenant represent and warrant to each other, that each has obtained all consents and approvals which are required for execution and delivery of this Lease and that the individuals executing this Lease on behalf of Landlord and Tenant are authorized to do so. Landlord's approval of this Lease shall be done by action at its public board meeting on June 27, 2002.

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease, through their respective officers or representatives, duly authorized, as of the day and year shown below.

Landlord:

Mountain View – Whisman School District,
a subdivision of the State of California.

By: _____

Name: Eleanor G. Yick

Title: Interim Superintendent

Date: June 28, 2002

Approved as to form:

See attached.
Legal Counsel to District

Exhibit A, Premises
Exhibit B, Operational Guidelines
Exhibit C, Joint Use Agreements
Exhibit D, Service Contracts

Tenant:

German School of Silicon Valley,
a California Corporation

By: _____

Name: JURGEN WOLF

Title: PRESIDENT

Date: 6-27-02

By: _____

Name: Michael Heinrich

Title: Treasurer

Date: 6-27-02

BY: _____

NAME: Jennifer Stadtmiller

TITLE: Co-founder & Site Negotiator

DATE: 7-12-02

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease, through their respective officers or representatives, duly authorized, as of the day and year shown below.

Landlord:

Mountain View – Whisman School District,
a subdivision of the State of California.

By: _____

Name: _____

Title: _____

Date: _____

Approved as to form:

Marilyn J. Clevenger
Legal Counsel to District

Tenant:

German School of Silicon Valley,
a California Corporation

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Name: _____

Title: _____

Date: _____

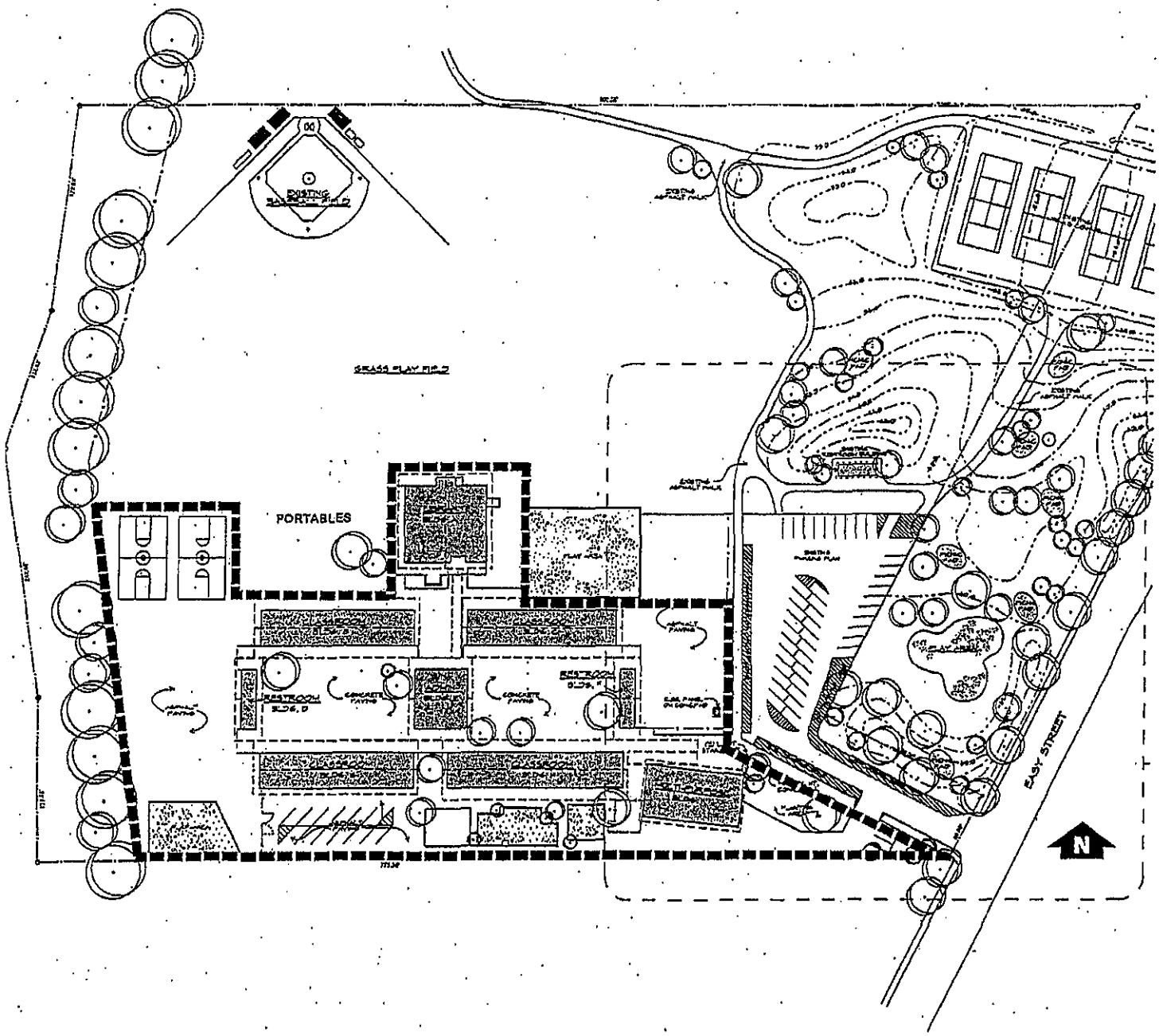
Exhibit A, Premises
Exhibit B, Operational Guidelines
Exhibit C, Joint Use Agreements
Exhibit D, Service Contracts

Exhibit "A"
Page 1 of 1

Whisman School District

PROPERTY TO BE LEASED AT WHISMAN SCHOOL SITE

= area to be leased



MOUNTAIN VIEW - WHISMAN SCHOOL DISTRICT

Operational Guidelines for Tenants Leasing the Whisman School Site

1. Primary hours of operation: 7:00 a.m. – 7:00 p.m. This District may allow minor adjustments to these hours on a selected basis if the Tenant's operations require such consideration.

2. The site's use shall be compatible with the goals and objectives of the Mountain View - Whisman School District.

3. If childcare or day care is provided, the District would encourage the tenant to give priority to the surrounding neighborhood students on a space available basis.

4. In the interest of maintaining good public relations in the community, the District would encourage the tenant to establish and allow local neighborhood organizations and youth groups such as the Whisman Neighborhood Association, Girl Scouts and Boy Scouts to continue to use the facilities on a pre-scheduled basis.

5. Weekends and evening use must not negatively impact the current community use of Whisman Park and the surrounding streets.

6. Large-scale weekend and evening activities should be kept to a minimum in order not to be overly disruptive to the surrounding neighborhood. The Tenant will need to inform the community and minimize the impact of major events on the surrounding community. Such issues as notice to the community, noise, parking, trash and traffic all need special consideration.

7. The leased site must be maintained on an ongoing basis at the level and standard established at the beginning of the lease. The campus must be well kept and continue to be an asset to the community.

8. Any subletting of the leased premises must follow these guidelines.

Exhibit "C"

6-20-60

AGREEMENT BETWEEN THE CITY OF MOUNTAIN VIEW AND THE WHISMAN SCHOOL DISTRICT SANTA CLARA COUNTY, STATE OF CALIFORNIA FOR JOINT USE OF SCHOOL SITES FOR PARK AND RECREATION PURPOSES.

THIS AGREEMENT made and entered into this First day of July, 1960, by and between the CITY OF MOUNTAIN VIEW, a municipal corporation, hereinafter called "City", and the WHISMAN SCHOOL DISTRICT, a public corporation which is a subdivision of the State of California, hereinafter called "District".

WHEREAS, City, by reason of the provisions of its City Charter, is authorized to operate and maintain public playgrounds, and park and recreation facilities, and by virtue of such authority does operate and maintain such playgrounds and park and recreation facilities; and

WHEREAS, said playgrounds and park and recreation facilities are not now sufficient to provide for the needs of an expanding community; and

WHEREAS, "District" owns and operates various school and school sites, along with buildings and other facilities thereon, within the City of Mountain View, which, under supervision, are available for use for park and recreation purposes; and

WHEREAS, Chapter 4 of Division 12 of the Education Code of the State of California, commencing with Section 24401, authorizes cities and public school districts to cooperate with one another for the purpose of authorizing, promoting, and conducting programs of community recreation which will contribute to the attainment of general recreational and educational objectives for children and adults of this State; and

WHEREAS, City and District desire to enter into an agreement pursuant to the aforesaid provisions of the Education Code of the State of California, providing for the joint use of school sites within the City of Mountain View for park and recreation purposes; and

WHEREAS, it is the intention of the parties that this agreement shall operate as a Master Agreement, and that the terms hereof

Exhibit "C"

shall govern, and be incorporated into, each special agreement between the parties pertaining to specific school sites within the limits of the City.

NOW, THEREFORE, IN CONSIDERATION OF THE MUTUAL ACTS, PROMISES, AND FORBEARANCES OF EACH OTHER, the parties hereto agree as follows:

I. That all of the school sites of District within the limits of City shall be considered as joint park and recreation-school sites, with the joint use of any particular site for such purpose to be confirmed by City and District by separate supplemental agreement, incorporating by reference all of the terms of this Master Agreement, except as to such terms and provisions as may be expressly modified in said supplemental agreement where circumstances or conditions require such modification. The responsibility for operation and maintenance for any particular joint park and recreation-school site shall be as hereinafter set forth.

II. That for the purposes of this agreement, in connection with the responsibility for operation and maintenance of joint park and recreation-school sites, each of said school sites shall be divided into two portions, generally as follows: (1) The area upon which the school buildings and normal school play equipment are located shall be known and designated as the "School Area"; (2) The area upon which will be located the recreational facilities, equipment and landscaping to be furnished by City shall be known and designated as the "Recreation and Park Area".

III. The areas designated as "School Area" and "Recreation and Park Area" shall be particularly described in each of the supplemental agreements relating to specified sites.

IV. The responsibility for operation and maintenance of the areas of said joint park and recreation-school sites shall be as follows:

(a) The District shall furnish the "Recreation and Park Area" as hereinabove described, for use by City for park and recreation purposes, at such times, and in such a manner, as not to interfere with the normal school use of said area. The City shall, at its own cost and expense, maintain said "Recreation and Park Area".

(b) District shall furnish to City, for use as park and recreational facilities, all those portions of the "School Area" on which are located the playground and other normal school recreation equipment, and in addition shall furnish for use of City such classrooms as shall be requested by City, and as designated in the annual master calendar hereinafter referred to, in connection with City's recreation program. The use of such "School Area" by City shall be at such times, and in such a manner, as not to interfere with the normal school use of said area and facilities. District shall, at its own cost and expense, maintain the "School Area".

(c) District shall furnish City with the preliminary site development plan for the entire joint park and recreation-school site, including the location of any normal school playground equipment installed or to be installed by District on the "Recreation and Park Area".

(d) District shall furnish the basic grading of the "Recreation and Park Area" preparatory to the landscaping and installation of the additional facilities by the City.

(e) City shall provide for landscaping and installation of recreation and park facilities in excess of the basic grading of the "Recreation and Park Area", subject to the mutual agreement of the parties hereto.

f. City shall furnish supervisorial leadership for the "School Area" and "Recreation and Park Area" as shall be deemed necessary by City during its use of said areas for park and recreation purposes. City and District shall, by mutual agreement, establish rules and regulations regarding the conduct of persons using the facilities for recreation and park purposes.

g. The City may, subject to the mutual agreement of the parties, provide and install equipment on the "Recreation and Park Area" not considered to be standard playground equipment provided by school as the usual part of the school program, such as

Pre-school play equipment;
Shuffleboard courts;
Any lighting facilities for night activities;
Field house;
Barbeque pits;
Horseshoe pits; and
Croquet courts.

VII. The District shall provide the usual type of playground equipment to be found on school sites for school purposes, such as:

Soft ball backstops;
Volley ball posts and nets;
Other ball facilities;
Paddle tennis courts;
Blacktop area for circle games;
Merry-go-round;
Basketball standards;
Sand boxes;
Climbing apparatus;
Slides;
Horizontal bars; and
Turning bars.

VIII. All improvements installed by City on the "Recreation and Park Area" shall remain the property of the City. City shall be responsible for the cost of repairing or replacing any of District property damaged in connection with City's use of said property under this agreement. District shall be responsible for the costs of repairing or replacing any of City property damaged in connection with District's use of said property under this agreement. Normal wear and tear of any of the property of District or City shall not be included within the provisions hereof relating to the repair or replacement.

IX. The Superintendent of District, and the Recreation Director of City, shall jointly establish a Master Calendar for the use of the joint facilities for the ensuing fiscal year no later than the 15th day of May of each year. In establishing said Master Calendar, said Superintendent of District and Recreation Director of City shall actually determine the number of classrooms which will be required, and made available for City, in connection with its recreation program, and said Master Calendar shall specify the number of said classrooms to be used during said ensuing fiscal year.

X. The supplemental agreements, relating to specified school sites, executed pursuant to this Master Agreement, shall be for a period of One (1) year, commencing on July 1 next following the execution of said supplemental agreement; provided, however, that each of said supplemental agreements shall be automatically renewed for subsequent annual periods, following their execution, unless either of the parties gives notice in writing to the other, on or before June 1 of any year, that the contract shall not be renewed for the subsequent annual period. The term of years during which said supplemental agreements, for specified school sites, shall be renewed automatically shall be for a period of twenty-five (25) consecutive years after execution of said agreement.

XI. In the event any supplemental agreement relating to a specified joint park and recreation-school site is unenforceable, cancelled, or terminated for any reason, within said 25-year period hereinabove mentioned, then, in such event District shall have the option of purchasing from City all or any part of the improvements, of any kind or nature whatsoever, installed by City in the "Recreation and Park Area". The purchase price to be paid by District to City for any of said improvements elected to be purchased by District shall be a sum equal to the installation cost of the item or items purchased, less 1/25 of said installation cost for each year, or part of a year, that has elapsed following the installation by City of such item or items. In the event District elects not to purchase all, or some, of said improvements, City shall have the right to remove those items from the premises. In the event City shall remove any of such items of improvement, City shall restore the grounds in the area of such removal operations to a neat, clean, and level condition.

XII. The City and District shall carry Public Liability Insurance to jointly protect City and District, their officers, agents, servants, and employees against claims for damage to person and/or property, including accidental death arising from City's or District's participation in a community recreation program hereunder.

Exhibit "C"

The form of such insurance shall be satisfactory to the City Attorney of City and County Counsel.

XIII. The City and District, in assuming joint responsibility under this agreement, each agree that the other shall be held harmless in the event of any suit arising out of the respective activities of District and City on the site under this agreement.

IN WITNESS WHEREOF the parties hereto have hereunto set their hands the day and year first above written.

CITY OF MOUNTAIN VIEW,
a municipal corporation,

By _____
John I. O'Halloran
City Manager

"CITY"

WHISMAN SCHOOL DISTRICT,
a public corporation,

By _____

"DISTRICT"

APPROVED AS TO FORM

_____
County Counsel

_____
Rodney M. Atchison
City Attorney

MASTER AGREEMENT FOR IMPROVEMENT AND RECREATIONAL USE OF SCHOOL SITES WITH MOUNTAIN VIEW SCHOOL DISTRICT

THIS AGREEMENT made and entered into this 26 day of Sept, 2000 by and between the MOUNTAIN VIEW SCHOOL DISTRICT (hereafter "District"), a political subdivision of the State of California, and the CITY OF MOUNTAIN VIEW (hereafter "City"), a municipal corporation.

WHEREAS, City, is authorized to operate and maintain public playgrounds and park and recreation facilities and, by virtue of such authority, does operate and maintain such playgrounds and park and recreation facilities; and

WHEREAS, District owns and operates various schools and school sites, along with buildings and other facilities thereon, within the City of Mountain View, which, under supervision, are available for use for park and recreation purposes; and

WHEREAS, City, pursuant to agreements with District, has developed and/or improved portions of certain District school sites for joint use by District and City; and

WHEREAS, Chapter 10 of Division 1 of the Education Code of the State of California, commencing with Section 10900, authorizes cities and public school districts to cooperate with one another for the purpose of authorizing, promoting and conducting programs of community recreation which will contribute to the attainment of general recreational and educational objectives for children and adults of this State; and

WHEREAS, City and District desire to enter into an Agreement pursuant to the aforesaid provisions of the Education Code of the State of California, providing for the joint use of school sites within the City of Mountain View for park and recreation purposes; and

WHEREAS, it is the intention of the parties that this Agreement shall operate as a Master Agreement and that the terms hereof shall govern, and be incorporated into, each Supplemental Agreement between the parties pertaining to specific school sites within the limits of City;

NOW, THEREFORE, IN CONSIDERATION OF THE RECITALS, MUTUAL ACTS, PROMISES, AND FORBEARANCES OF EACH OTHER contained herein, the parties hereto agree as follows:

I. Master Agreement and Supplemental Agreements.

A. All seven school sites of District located within the limits of City shall be subject to this Master Agreement and shall be available to City for public recreation purposes, including Bubb School, Castro School, Cooper School, Graham Middle School, Huff School, Landels School and Slater School.

B. The terms and provisions unique to any of the seven particular school sites, including maintenance responsibilities, if applicable, shall be set forth in a separate Supplemental Agreement for each specific site, incorporating by reference all of the terms of this Master Agreement, except as to such terms and provisions as may be expressly modified in said Supplemental Agreement where circumstances or conditions require such modification.

II. Description of Premises.

A. For the purposes of this Agreement, each school site shall be divided into two (2) portions, generally as follows:

1. The area upon which the school buildings, blacktop area and normal school play equipment are located shall be known and designated as the "School Area"; and

2. The area upon which the recreational facilities, equipment and landscaping are located shall be known and designated as the "Park Area."

B. Diagrammatic descriptions of the areas designated as "School Area" and "Park Area" are attached hereto as Exhibits A through F, for Bubb School (Exhibit A), Castro School (Exhibit B), Cooper School (Exhibit C), Huff School (Exhibit D), Landels School (Exhibit E) and Slater School (Exhibit F), respectively, as amended from time to time and incorporated herein by reference. The diagrams clearly delineating the two areas shall also be attached to and incorporated in each Supplemental Agreement.

III. Use of School Sites. The use of all of the school sites pursuant to this Agreement shall be as follows:

A. District shall make available the "Park Areas," as hereinabove described, for use by City for park and recreation purposes, at such times, and in such a manner, as to not interfere with the normal school use of said area.

B. District, in its sole discretion, shall furnish to City, for use as park and recreational facilities, all those portions of the "School Area" on which are located the playground and other normal school recreation equipment. The use of "School Area," classrooms and rest rooms by City shall be subject to the approval of the District and shall be at times, and in such a manner, as not to interfere with the District use and cleaning of said areas and facilities.

IV. Supervision. City shall furnish supervisory leadership for the school sites as shall be deemed necessary by City during its use of said areas for park and recreation purposes. City and District shall, by mutual agreement, establish rules and regulations regarding the conduct of persons using the facilities for park and recreation purposes.

V. City Improvements. City may, subject to the mutual agreement of the parties and subject to the approval of the Division of the State Architect, if necessary, provide and install facilities and/or equipment on the "Park Area" not considered to be standard playground equipment provided by schools as a usual part of the school program, such as, but not limited to:

- Rest rooms;
- Children's play equipment;
- Any lighting facilities for night activities;
- Field house/score booth;
- Concession areas;
- Soccer goals;
- Bleachers.

City shall first confer with District and obtain District's comments regarding location and other concerns. Prior to installation, the parties shall come to a mutual agreement as to modifications to any applicable Supplemental Agreement which are necessary or reasonably desired as a result of the installation. Such agreement shall not be unreasonably withheld.

VI. District Improvements. District may provide the usual types of playground equipment as may already exist on school sites or may be installed in the future, all for school purposes, such as but not limited to:

- Softball backstops;
- Other ball facilities;
- Blacktop area for circle games;
- Basketball standards;
- Climbing apparatus;
- Slides; and

- Horizontal bars.

If District seeks to install facilities and/or equipment which may impact the use and/or the facilities and equipment of the "Park Area," then District shall first confer with City and obtain City's comments regarding location and other concerns. Such facilities and/or equipment include, but are not limited to:

- Permanent classrooms and offices;
- Portable classrooms and offices;
- Hard-court and/or blacktop areas; and
- Parking lots.

Prior to installation, the parties shall come to a mutual agreement as to modifications to any applicable Supplemental Agreement which are necessary or reasonably desired as a result of the installation. Such agreement shall not be unreasonably withheld.

VII. Ownership of Improvements and Cost of Repairing and Replacing Same. All improvements installed by City on the "Park Area" shall remain the property of City, and all improvements installed on the school site by District shall remain the property of District, except as set forth herein at Paragraph XII(B). City shall be responsible for the cost of repairing or replacing any of District's property damaged in connection with City's use of said property under this Agreement, normal wear and tear excepted. District shall be responsible for the costs of repairing or replacing any of City property damaged in connection with District's use of said property under this Agreement, normal wear and tear excepted. Each party shall be responsible for the costs of maintaining and repairing, replacing or removing its own property, at its sole discretion, as necessary or desirable.

VIII. Master Calendar. The District Superintendent or designee, and the City Manager or designee, shall jointly establish and approve a Master Calendar for the use of the school sites for the ensuing fiscal year no later than May 15 of each year.

IX. Maintenance Responsibilities.

A. City Responsibilities.

1. Maintenance of School Sites. Except as otherwise noted in IX.C and D, City shall, at its own cost and expense, maintain the turf and landscaped areas and City-installed improvements, such as play equipment and facilities, rest rooms, etc., in the designated "Park Areas" for the following school sites as specified in the applicable Supplemental Agreement:

- Bubb School
- Castro School
- Cooper School
- Graham Middle School
- Huff School
- Landels School
- Slater School

Such maintenance shall include mowing, fertilizing and irrigation, and such additional maintenance as set forth in any Supplemental Agreement. In addition, for each of the school sites listed above, City shall install a separate water meter for the purpose of monitoring the irrigation water used to maintain the "Park Area." Unless otherwise specified in a Supplemental Agreement, City shall pay all costs for such irrigation water used to maintain the turf and landscaped areas of the "Park Area" at the school sites.

The District Superintendent or designee, and the City Manager or designee, shall jointly establish and approve an annual maintenance schedule which allows City flexible access to school sites but which does not unreasonably interfere with District use. Either party may request, in writing, that the schedule be amended to accommodate circumstances that may arise during the year. Such schedule changes may be made by mutual agreement and upon reasonable notice of five (5) working days prior to the effective date of change. Additional maintenance costs incurred by City or District to implement maintenance schedule change will be the responsibility of the requesting party.

In the event of an emergency and/or to abate a hazardous condition, the City or District shall have the right to initiate action to resolve said emergency and/or hazardous condition in the most effective and

efficient means possible with the least disruption to City or District use.

2. All School Sites. During school recess periods, when City is using any of the school sites for City recreational programs, City shall have access to the "school area," as mutually agreed upon, and City shall provide maintenance services, supplies and telephone services as deemed necessary by City.

3. Limited Responsibility. Except as specifically set forth herein, City shall have no responsibility for maintenance or any other costs or expenses.

B. District Responsibilities. Except as set forth in Subsection "A", above, District shall, at its own cost and expense, maintain the entire school site, including both the "School Area" and "Park Area."

C. Shared Responsibility. Maintenance responsibilities for the "park area" of Huff and Slater Schools shall be shared between City and District. The specific assignment of maintenance responsibilities for each site shall be as set forth in the supplemental agreements for those school sites.

D. Responsibilities for Graham Middle School. Maintenance responsibilities for the "park area" of Graham Middle School, if any, shall be as set forth in a supplemental agreement for that school.

X. Term of This Agreement. This Agreement shall be in effect from the date of the last signature affixed hereto until June 30, 2025, unless terminated earlier with one (1) year advance notice.

XI. Supplemental Agreements and Their Terms. Supplemental Agreements as referenced herein relating to specific school sites shall be executed pursuant to this Master Agreement. Such Supplemental Agreements shall be for a period of one (1) year and shall be automatically renewed for successive one (1) year periods up to the expiration date of this Master Agreement unless otherwise mutually agreed in writing. Notice of termination of a Supplemental Agreement shall be in the manner set forth in XII.A.

XII. Termination of Agreement.

A. Notice of Termination. City or District may terminate this Master Agreement or any of the Supplemental Agreements executed pursuant to this Master Agreement by delivery of written notice of election to terminate

at least one (1) year in advance. Notices shall be served either by personal delivery or mail, as follows:

CITY:	DISTRICT:
City Manager City Hall 500 Castro Street P.O. Box 7540 Mountain View, CA 94039	District Superintendent of Schools Mountain View School District 220 View Street Mountain View, CA 94041

B. Effect of Termination. In the event of termination, District shall have the option of purchasing from City all or any part of the improvements, of any kind or nature whatsoever, installed by City. The purchase price to be paid by District to City for any of said improvements elected to be purchased by District shall be a sum equal to the installation and purchase cost of the item or items, less one twenty-fifth (1/25) of said installation and purchase cost for each year, or part of a year, that has elapsed following the installation by City of such item or items. In the event District elects not to purchase all, some or any of said improvements, City shall remove those items not purchased from the premises. In such event, City shall restore the grounds in the area of such removal operations to a neat, clean and acceptable condition.

District shall confer on City the right of first refusal to the extent permitted by law and shall confer any additional purchase rights required by law on any sites disposed of or otherwise surplused by District.

XIII. Insurance. City and District shall each maintain comprehensive general Liability Insurance in the amount of Ten Million Dollars ($10,000,000) combined single limit to protect City and District, their officers, agents, servants and employees against claims for bodily injury, and property damage arising from City's or District's participation in the activities described herein. The form of such insurance shall be satisfactory to City and District and may include self-insurance at levels acceptable to both parties. Each party's policy or policies shall name the other party (City or District) as additional insured.

XIV. Mutual Indemnification. Each party agrees to indemnify, defend, and hold harmless the other party, its officers, agents and employees from any and all liabilities, claims, or losses of any nature, to the extent caused by, arising out of, or in connection with, the indemnifying party's negligent acts or omissions pursuant to this Agreement.

XV. CEQA. City agrees to prepare any documents and conduct any studies necessary to comply with the California Environmental Quality Act, Public Resources Code Sections 21000 et seq.

XVI. Modification of Agreement. This Master Agreement, or any Supplemental Agreement entered into pursuant to this Master Agreement, may be amended in writing signed by both City and District. Any modification to this Master Agreement or any Supplemental Agreement shall be prepared by City at no cost to District. City Council and District School Board must approve the Master Agreement and Supplemental Agreements and any changes or modifications thereto.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands on the dates hereinafter respectively set forth.

APPROVED AS TO CONTENT:

Community Services Director

"CITY":
CITY OF MOUNTAIN VIEW,
a municipal corporation

By: _____
City Manager

FINANCIAL APPROVAL:

Finance and Administrative
Services Director

APPROVED AS TO FORM:

City Attorney

APPROVED AS TO CONTENT:

Chief Fiscal Officer

"DISTRICT":
MOUNTAIN VIEW SCHOOL DISTRICT

By: _____
District Superintendent

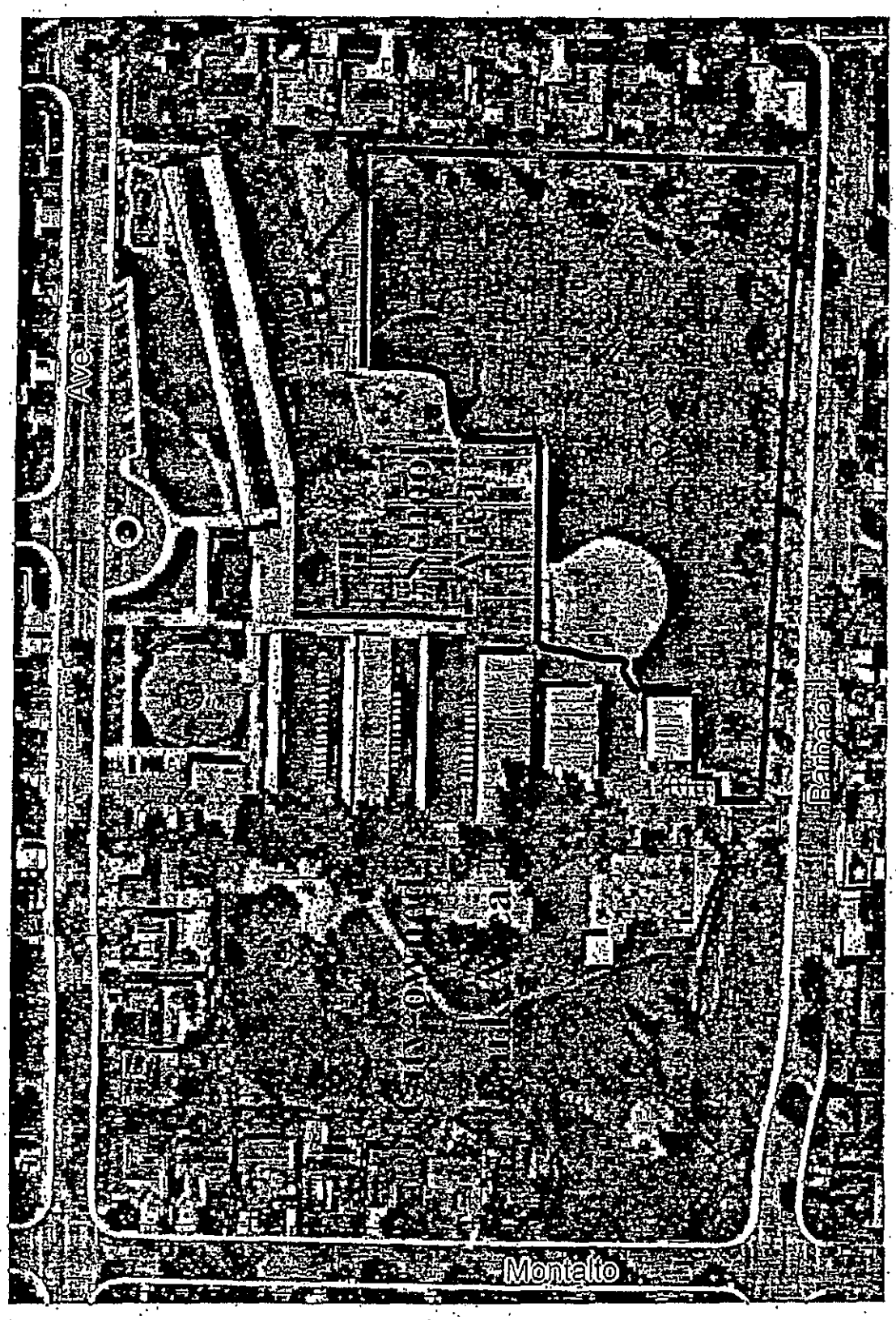
APPROVED AS TO FORM:

School District Attorney

LT/2/CSD
244-01-19-00A^

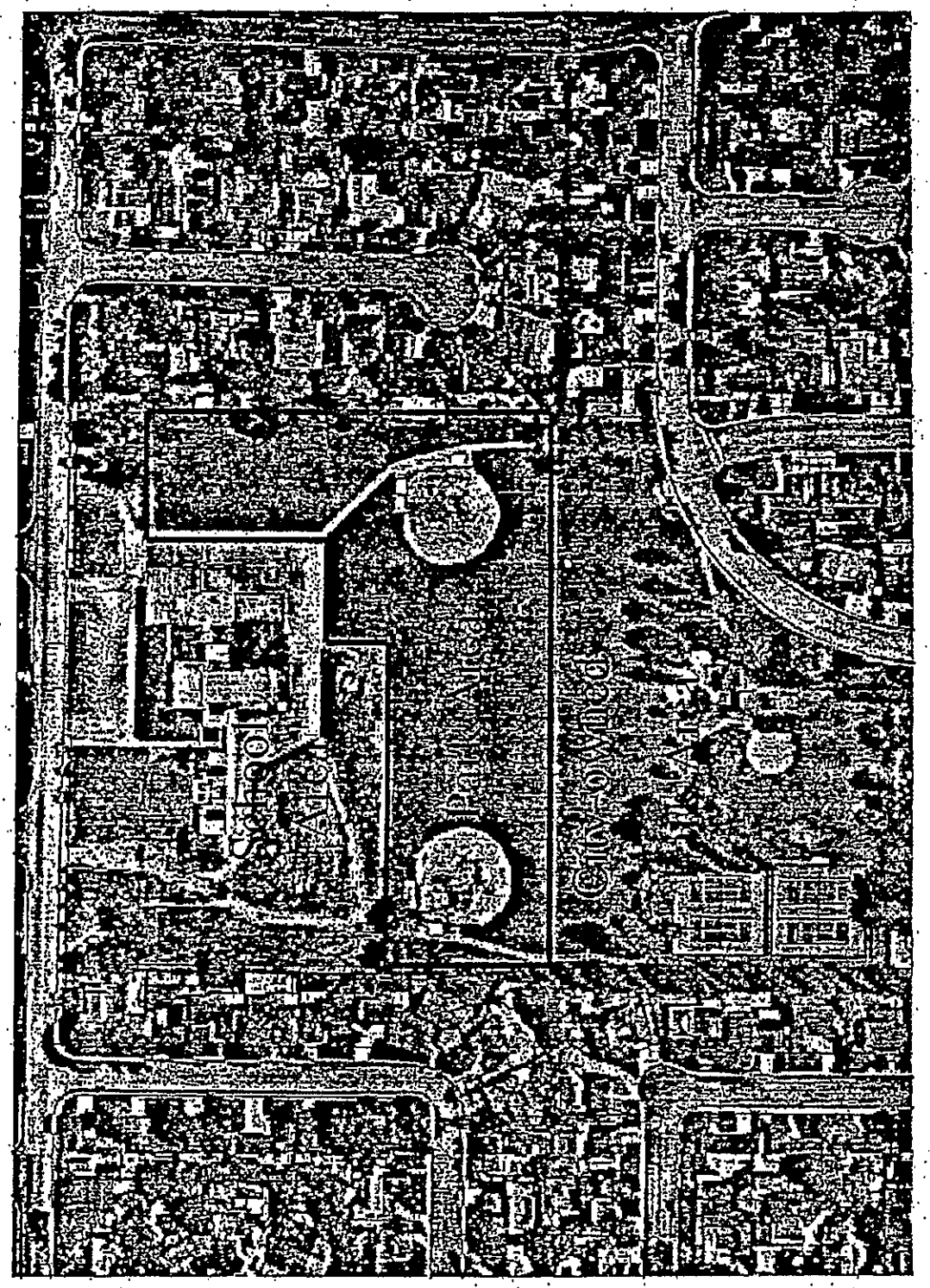
Exhibit "C"

EXHIBIT A



BUBB PARK

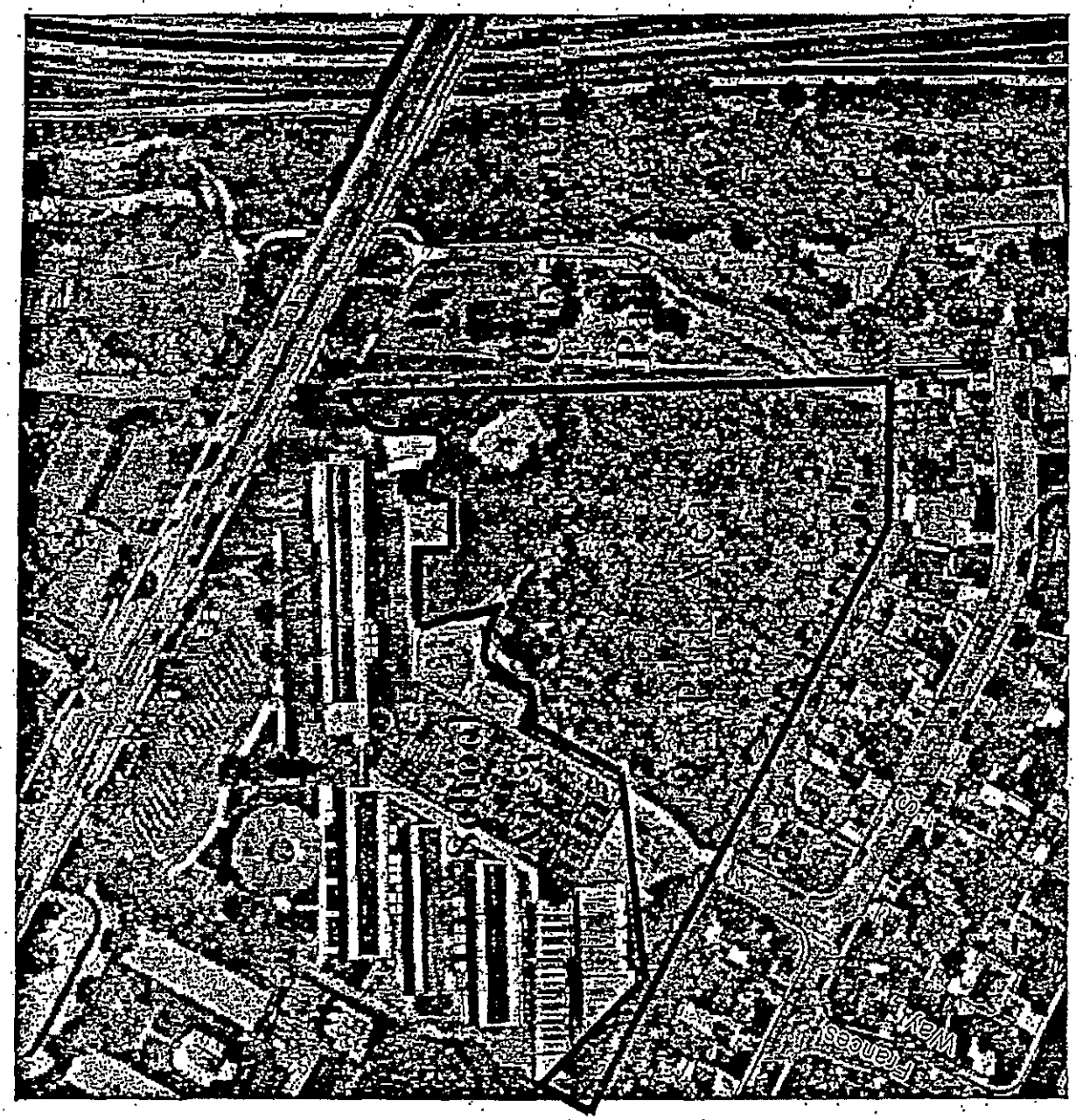
EXHIBIT C



COOPER

Exhibit "C"

EXHIBIT E



LANDELS

EXHIBIT "D"
Page 1 of 1

Service Contracts at Whisman School site

Pacific Gas and Electric (PG&E)
City of Mountain View Utilities, Water & Trash
Siemens (voice mail system)
Pacific Bell
Bay Alarm
Sound and Signal - Fire Alarm System
One Source Landscaping
Maintenance Contract for Heaters (currently with Mountain View – Whisman School District)

GISSV German International School of Silicon Valley
MOUNTAIN VIEW • BERKELEY • SAN FRANCISCO

Mountain View Campus
310 Easy Str.
Mountain View, CA 94043
Tel 650 254 0748

Berkeley Campus
1581 Le Roy Ave.
Berkeley, CA 94708
Tel 510 558 0436

San Francisco Campus
Funston Ave., Bldgs. 4 & 8
San Francisco, CA 94129
Tel 650 254 0748

Fax 650 254 0749
Email office@gissv.org
Web www.gissv.org

Mountain View, May 29th 2015

Dear Superintendent Dr. Skelly,

Please find below information about enrollment of GISSV and YCIS.

In the approved CEQA application from 2014, we submitted the following request:

The project would allow GISSV to increase their maximum student enrollment at this campus by 145 students, to a total enrollment of 536. (...) The project would allow YCIS to increase their maximum student enrollment at this campus by 66 students in grades 6 through 8, for a total enrollment of 175 students. No changes to GISSV or YCIS schedules and daily operations would result.

It is our current goal to grow enrollment over the next several years to the student number we projected in 2014 (536 students). We will have to add additional classroom space to get to that number. About one third of our families are here temporarily, resulting in considerable variability year over year in class sizes and making it difficult to predict which grade levels increase and which decrease in any given year. Since we cannot close a sole class with low enrollment in any grade, we sometimes have very few students in a class (which still needs a whole classroom) and for some grades we have to split classes so we do not exceed class sizes (requiring extra classrooms). For the next school year we have waiting lists in the lower grades, whereas in the upper grades we might not be able to fill all the available spots. Currently, we are maxed out on classroom availability and cannot respond well to these fluctuations. For those reasons we might plan to build additional classrooms to accommodate student peaks in certain grade levels.

In general we would like to upgrade the facility's infrastructure by increasing administrative space, library space, assembly space, and staff workspace, and generally to invest in modernizing the infrastructure. We believe that this will need to be accomplished by a mix of construction, reconfiguring some of the

MOUNTAIN VIEW

portables to add more playground space, and building out athletic courts on campus which could be used by the community as well.

Please contact us if you need additional information.

Thank you for your ongoing support.

Sincerely,

Dr. Kai Goebel
President of the Board

MOUNTAIN VIEW

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category:	Review and Discussion
Agenda Item Title:	Update on Superintendent Search
Estimated Time:	5 minutes
Person Responsible:	Christopher Chiang, Board President

Background:

The Board will provde an update on the search for a new superintendent.

Fiscal Implication:

None.

Recommended Action:

No action required.

Mountain View Whisman School District

Agenda Item for Board Meeting of June 4, 2015

Agenda Category: Items for Future Agendas

Agenda Item Title:

Estimated Time: 10 minutes

Person Responsible: Dr. Kevin Skelly, Interim Superintendent

Background:

According to Board Bylaw No. 9322, Agenda/Meeting Materials, board members can suggest board items to be agendized at a future meeting. In the Mountain View Whisman School District, discussion of future agenda items has been a standing agenda item on the Board meeting schedule for some time. The management of this item has been difficult. Board President Chiang and staff have asked board members to submit potential items in advance so board members can see and review these items in advance of the meeting.

A Board member(s) has submitted the attached three suggstions for items to be considered at a future Board meeting. The Board will discuss and determine if they wish for the items to be agendized in the future and when they would like to see these items considered.

Fiscal Implication:

There is little or now cost to discussing these topics except the staff time to prepare the agenda items.

Recommended Action:

That the Board determine if they wish for the items to be agendized in the future and their recommendation regarding when to have them on the agenda

Mountain View Whisman School District

Agenda Item for Board Meeting of June 18, 2015

Agenda Category: Review and Action

Agenda Item Title: Revisiting minority vote approval for agenda items

Estimated Time: 10 minutes

Person Responsible:

Background:

Two Board members have asked to make revisions to Board Bylaw No. 9322, Agenda and Meetings Materials.

Regular Board Meeting agendas of the MVWSD have an agenda item at the end of the meetings titled "Items for Future Agendas." During this time board members may suggest items for discussion and/or action by the board at a future board meeting. Such items typically require some amount of superintendent or staff time to research that item and then requires a presentation to the board. Occasionally a trustee volunteers to do that research and make the presentation to the board.

The practice of the MVWSD Board of Trustees has been that, during "Items for Future Agendas," a trustee could briefly suggest an agenda item of interest and the other trustees would then vote on whether they thought that item should be agendized for a future board agenda. In making that vote trustees take into account the amount of time that item would require of the superintendent and staff to research and then present it in addition to their normal board meeting items.

The vote required to place such an item on a future agenda was a majority vote (at least 3 of the 5 members of the MVWSD board). Earlier this year an item was placed on "Items for Future Agendas" requesting that such items could be placed on a future agenda by a vote of 2 members of the board, i.e., a minority of the board instead of the prior practice of requiring a majority vote. That item passed 3/2. The board has been operating under this new practice of allowing "Items for Future Agendas" by a minority vote.

It is requested that the Bylaw be revised to include the following:

A Board members may agendize an item for a future meeting by proposing such during the "Items for Future Agendas/Board Meeting" section of a meeting and ~~receiving the support of a second Board member~~ *receiving a supporting majority vote.*

An additional phrase is also requested to be added: "All items approved for the future will be listed as such at the end of the agenda packet until the item is formally agendized."

Proposed

Fiscal Implication:

A savings of superintendent and staff time, with varying fiscal savings.

Recommended Action:

That the Board resumes its past practice of requiring a majority vote of the board for board-requested future agenda items.

proposed

Mountain View Whisman School District

Agenda Item for Board Meeting of June 18, 2015

Agenda Category: Review and Action

Agenda Item Title: Revision to Board Bylaw No. 9400, Board Self-Evaluation

Estimated Time: 10 minutes

Person Responsible:

Background:

A Board member has asked to make revisions to Board Bylaw No. 9400, Board Self-Evaluation.

Board Bylaw No. 9400 currently states, "Videotape of a Board meeting may be used as an evaluation tool only with the consent of all Board members." It is requested that the bylaw be changed to read as follows, "Videotape of a Board meeting may be used as an evaluation tool only with the support of the majority of the Board."

Fiscal Implication:

None.

Recommended Action:

That the Board change Board Bylaw No. 9400, Board Self-Evaluation as suggested above.

proposed