

Introduction

The Tamalpais Union High School District holds the belief that students are the focus for all endeavors in the school. We believe we have an obligation to educate the "whole person" academically, socially, emotionally, and ethically. Tamalpais Union High School District is a learning community where students demonstrate academic and personal growth through authentic, rigorous, and relevant pursuits. We strive to instill in our learners the ability to investigate and explore, acquire knowledge through a variety of experiences, and discover personal success through creative, balanced, and healthful endeavors.

THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively. *(Adopted by the Board 25-August-2009)*

LEA: Tamalpais Union High Email: ttaupier@tamdistrict.org Phone: (415) 945-1055 LCAP Year: 2015-18

Annual Update

This 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 52055(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
<p>The TUHSD mission statement and associated strategic priorities were developed with significant input from an array of stakeholder groups to ensure the perspectives of the diverse communities that reside within district boundaries were recognized, considered, and utilized. TUHSD engaged the community in the development of the mission statement to ensure collective understanding, interest, and input were utilized to identify the academic, social, and civic learner outcomes, dispositions, and attributes, and experiences necessary for students to be successful in the 21st Century.</p> <p>Since the inception of the mission statement, TUHSD has utilized community forums, committees, annual update presentations and revision processes to ensure community involvement in strategic planning and action. For example, TUHSD annually reviews and revises strategic priorities to ensure community input, accountability of results, and involvement in the action planning process. Currently, the community is engaging in the development of the Local Control Accountability Plan (LCAP). TUHSD began communicating with the community about the LCAP and Local Contract Funding Formula in January 2014 with an explanation of district status under the new funding law. The initial communication included parents, staff, and the "key communicator network" of approximately 1,500 community leaders. Further communication included: Emails with a link to the LCAP survey sent to were students by site principals the week of May 5, 2014. There were 532 total respondents to the survey (5.6% community response rate). 269 parents, 202 students, 29 classroom teachers, 14 community members, 8 site administrators, 4 classified staff members, 3 district office administrators, 2 trustees and</p>	<p>The Tam District piloted a district WASC accreditation process this year. During the process stakeholders were afforded the opportunity to provide input on the critical learner needs, interpretation of the conditions of learning presented in the document and suggested action steps each site is considering to address the expressed needs and feedback from the WASC committees. The 3 critical learner needs were identified as access, equity and achievement, specifically in math. Due to this process and the feedback received from focus groups and the WASC committees, the LCAP goals have been updated and adjusted to align with our WASC findings. These critical learner needs have been developed into LCAP Goals 1 and 2.</p>
<p>Annual Update: The 5 schools and the district recently completed WASC review and the new LCAP goals were developed from feedback from the focus group meetings that were comprised of teachers, parents, students, classified staff and administrators. Three critical learner needs were identified through the process of data analysis in preparation for the WASC visitng committees and reports. The 3 identified critical learner needs are: equity of opportunity and outcome, access for all students to all courses and achievement, particularly in math.</p> <p>The District has created an LCAP consultancy group comprised of 3 classified staff members, 3 certificated staff members and 3 administrators. The role of this group is to review data to determine progress made on the designated goals in the LCAP, made recommendations on additions or changes to the LCAP. This group reviewed what data was available to determine next steps. Furthermore, as WASC was an inclusive process in which parents, students, staff (certificated and classified bargaining units), and administrators were provided an opportunity to give input on the instructional program at each site. The committee used the feedback to review the LCAP goals. Parents from the PTSA, Foundation, and those representing our low socio-econoic students as well as Tamalpais</p>	<p>Annual Update:</p> <p>Input from the consultancy group and WASC focus groups was considered in determining which goals to continue with and which goals to modify.</p> <p>Upon reflection of the feedback from the WASC focus groups, Goals 1 and 2 from the previous LCAP have been modified into new goals 1 and 2 in the current LCAP. Goal 3 from the former LCAP has become an action step for Goal 2 in the current LCAP.</p>

High School ELAC were included in the WASC focus groups. The Tam District does not have a DLAC as we do not have the number of English Language students needed to require one.	
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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 schools 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).

Action/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 re-designated 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:	Goal 1: Curriculum and Assessment System: <i>Guarantee all students' access to rigorous, relevant and engaging curriculum in all content areas.</i>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	<p>Identified Need: According to local data, 75% of High Socio Economic Status students are UC eligible compared to 33% of low Socio Economic Status students who are UC eligible. 27.4% of the student body in 2012 participated in advanced placement classes. The WASC reports for several school sites indicated having clear learning outcomes for all students as an area of strength and that more consistent implementation of these goals was an area of growth. Furthermore, the WASC reports indicated the need for the district to develop more career technical education programs.</p> <p>Metrics: The percentage of students who graduate from the Tam District UC/USC eligible will increase; the number of English Language Learners who are re-designated as English proficient will increase; the percentage of students who take and pass the Advanced Placement exams, with a score of 3 or higher, will increase across all student populations. The percentage of students from our subpopulations enrolled in advanced classes will increase, the percentage of students who participate in, and demonstrate college preparedness using the EAP will increase.</p>	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	High School All
LCAP Year 1: 2015-16		

Expected Annual Measurable Outcomes:	The percentage of students who graduate from the Tam District UC/USC eligible will increase, the number of English Language Learners who are re-designated as English proficient will increase; the percentage of students who take and pass the Advanced Placement exams, with a score of 3 or higher, will increase across all student populations, the percentage of students from our subpopulations enrolled in advanced classes will increase, the percentage of students who participate in, and demonstrate college preparedness using the EAP will increase		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum development to align our core content courses with CCSS and UC/CSU requirements will be performed by teachers and paid at the hourly rate of pay	LEA-wide	x All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$22,722 Funding Source(s): FN2130,(object code 1130.00)
Classroom teachers salaries & benefits (\$33,590,802), Counselor salaries and benefits,(\$2,057,648) Classroom para-educators salaries & benefits (\$1,228,000))	LEA-wide	X All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$36,876,450 Funding LCFF Base
Certificated Staff Professional Development: Instructional Design Facilitators (\$11,000), Conferences and Advanced Placement Training Conferences (\$25,000), Professional Consultants (In-house staff development) (\$38,000)	LEA-wide	x All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$74,000 Funding Source(s): Title II A:
Textbooks and other instructional materials. Instructional resources aligned to Common Core State Standards	LEA-wide	x All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$1,071,000 Funding Source(s): Lottery: instructional materials (6300)

Develop Career Technical Education courses that articulate with College of Marin in the content areas of Engineering and Computer Programing	LEA-wide	x All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est. cost: Est. Cost: \$72,000 Funding Source(s): Northern California Regional Career Tech Ed Grant
Teacher Leaders will be provided a stipend to facilitate the implementation of the district's curriculum	LEA-wide	x All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est. cost: Est. Cost: \$231,758 Funding Source(s): LCFF Base object code (1160.00)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	The percentage of students who graduate from the Tam District UC/USC eligible will increase 5%; the number of English Language Learners who are re-designated as English proficient will increase; the percentage of students who take and pass the Advanced Placement exams, with a score of 3 or higher, will increase.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum development to align our core content courses with CCSS and UC/CSU requirements will be performed by teachers and paid at the hourly rate of	LEA-wide	x All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$28,000 Funding Source(s): FN2130,(object code 1130.00)
Classroom teachers salaries & benefits (\$33,590,802), Counselor salaries and benefits,(\$2,057,648) Classroom para-educators salaries & benefits (\$1,228,000))	LEA-wide	x All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$36,876,450 Funding Source(s): LCFF Base
Certificated Staff Professional Development: Instructional Design	LEA-wide	X All	Est.Cost:

Facilitators (\$11,000), Conferences and Advanced Placement Training Conferences (\$25,000), Professional Consultants (In-house staff development) (\$38,000)			OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	\$74,000 Funding Source(s): Title II A:
Textbooks and other instructional materials. Instructional resources aligned to Common Core State Standards		LEA-wide	x All OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est. Cost: \$1,071,000 Funding Source(s): Lottery: instructional materials (6300)
Develop Career Technical Education courses that articulate with College of Marin in the content areas of Engineering and Computer Programing		LEA-wide	x All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est. cost: Est. Cost: \$72,000 Funding Source(s): Northern California Regional Career Tech Ed Grant
Teacher Leaders will be provided a stipend to facilitate the implementation of the district's curriculum		LEA-wide	X All OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est. cost: Est. Cost: \$231,758 Funding Source(s): LCFF Base object code (1160.00)
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	The percentage of students who graduate from the Tam District UC/USC eligible will increase 5%; the number of English Language Learners who are re-designated as English proficient will increase; the percentage of students who take and pass the Advanced Placement exams, with a score of 3 or higher, will increase.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Curriculum development performed teachers and paid at the	LEA-wide	✓ All		Est. Cost:

hourly rate of pay		OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	\$28,000 Funding Source(s): FN2130,(object code 1130.00)
Classroom teachers salaries & benefits (\$33,590,802), Counselor salaries and benefits,(\$2,057,648) Classroom para-educators salaries & benefits (\$1,228,000))	LEA-wide	✓ All OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$36,876,450 Funding Source(s): LCFF Base
Certificated Staff Professional Development: Instructional Design Facilitators (\$11,000), Conferences and Advanced Placement Training Conferences (\$25,000), Professional Consultants (In-house staff development) (\$38,000)	LEA-wide	X All OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$74,000 Funding Source(s): Title II A
Textbooks and other instructional materials	LEA-wide	X All OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$1,071,000 Funding Source(s): Lottery: instructional materials (6300)

Develop Career Technical Education courses that articulate with College of Marin in the content areas of Engineering and Computer Programing	LEA-wide	x All OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est. cost: Est. Cost: \$72,000 Funding Source(s): Northern California Regional Career Tech Ed Grant
Teacher Leaders will be provided a stipend to facilitate the implementation of the district's curriculum	LEA-wide	X All OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est. cost: Est. Cost: \$231,758 Funding Source(s): LCFF Base object code (1160.00)
GOAL:	Goal 2: Instructional Programs and Practices- <i>Ensure all students are demonstrating progress towards and proficiency in identified learning goals.</i>		Related State and/or Local Priorities: 1 x 2 ✓ 3__ 4 ✓ 5 ✓ 6 ✓ 7 ✓ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need :	<p>Identified Need: Local data indicate that there are predictable patterns of achievement and underachievement that run along socio-economic and racial lines. Through the WASC process and feedback, narrowing the gaps in student achievement between identified subgroups and the majority population is an area of growth for the district school sites.</p> <p>Metrics: The percentage of students who graduate from the Tam District UC/USC eligible will increase; the number of English Language Learners who are re-designated as English proficient will increase; the percentage of students who take and pass the Advanced Placement exams, with a score of 3 or higher, will increase across all student populations. The percentage of students from our subpopulations enrolled in advanced classes will increase, the percentage of students who participate in, and demonstrate college preparedness using the EAP will increase. Student attendance rates will increase, high school graduation rates will increase and high school dropout rates will decrease. The rate of student out of class suspension will decrease and the rate of student expulsion will decrease. The percentage of teachers who are highly qualified and appropriately placed will increase.</p>		
Goal Applies to:	Schools: Applicable Pupil Subgroups:	LEA-wide All students and specifically low socio-economic status students, Foster youth, English Language learners, special education students, African-American and Latino/a students	
LCAP Year 1: 2015-16			

Expected Annual Measurable Outcomes:	There will be an increase in the number of students taking advanced course, most specifically, the number of low socio-economic, Latino/a and African American students taking advanced courses will increase. The percentage of English Language learners who are redesignated as English Fluent will increase. The total percentage of students scoring proficient or above on the CAHSEE and CAASSP assessments will increase.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Academic support will be provided to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring program for targeted support. The District's academic support program is principally directed towards the students represented in the District's unduplicated pupil count and is the most effective means of supporting the target student population because providing targeted academic support has a higher impact then general support.	LEA-wide	<p>___All</p> <hr/> <p>OR</p> <p>X Low Income pupils x English Learners x Foster Youth___</p> <p>Redesignated fluent English proficient</p> <p>___Other subgroups (Specify) _____</p>	<p>Est.Cost:</p> <p>Funding Source(s):</p> <p>\$251,662</p> <p>Funding source: LCFF supplemental funding ,;</p> <p>\$123,500</p> <p>LCFF Base: object (1110) and resources (0000, 1100,1400,6500)</p>
Provide professional development for teachers in teaching Advanced Placement Courses	LEA-wide	<p>x All</p> <p>OR</p> <p>___Low Income pupils ___ English Learners __Foster Youth___</p> <p>Redesignated fluent English proficient</p> <p>___Other subgroups (Specify) _____</p>	<p>Est.Cost:</p> <p>\$10,000</p> <p>Funding Source(s): Title II</p>
Provide professional development in differentiated instruction with a focus on supporting English Language Learners	LEA-wide	<p>X All</p> <p>OR</p> <p>___Low Income pupils ___ English Learners __Foster Youth___</p> <p>Redesignated fluent English proficient</p> <p>___Other subgroups (Specify) _____</p>	<p>Est Cost:</p> <p>\$11,500</p> <p>Funding source(s): EIA carryover</p>
Teachers will work in professional learning communities to review student achievement data and respond to the impact their instruction is having on student learning. Teacher Leaders will be compensated for leading this work	LEA-wide		<p>Est. Cost:</p> <p>\$192,324</p> <p>Funding soucre(s): LCFF Base</p>

All English language learners will be provided a device to ensure access to curriculum	LEA-wide	All OR ___ Low Income pupils X English Learners ___ Foster Youth___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est. Cost: \$112,000 Funding source(s): LCFF supplemental funding
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	There will be an increase in the number of students taking advanced course, most specifically, the number of low socio-economic, Latino/a and African American students taking advanced courses will increase. The percentage of English Language learners who are redesignated as English Fluent will increase. The total percentage of students scoring proficient or above on the CAHSEE and CAASSP assessments will increase.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Academic support will be provided to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring program for targeted support. The District's academic support program is principally directed towards the students represented in the District's unduplicated pupil count and is the most effective means of supporting the target student population because providing targeted academic support has a higher impact than general support.	LEA-wide	___ All OR X Low Income pupils x English Learners X Foster Youth___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est. Cost: Funding Source(s): \$251,662 Funding source: LCFF supplemental funding ,; \$123,500 LCFF Base: object (1110) and resources (0000, 1100,1400,6500)
Provide professional development for teachers in teaching	LEA-wide	X All	Est. Cost:

Advanced Placement Courses		OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	\$10,000 Funding Source(s): Title II
Provide professional development in differentiated instruction with a focus on supporting English Language Learners	LEA-wide	X All OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est Cost: \$11,500 Funding source(s): Ecnomic Impact Aid carryover
Teachers will work in professional learning communities to review student achievement data and respond to the impact their instruction is having on student learning. Teacher Leaders will be compensated for leading this work	LEA-wide	x All OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$192,324 Funding Source(s): LCFF Base
All English language learners will be provided a device to ensure access to curriculum	LEA-wide	All OR ___ Low Income pupils X English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$112,000 Funding Source(s): LCFF supplemental funding
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	There will be an increase in the number of students taking advanced course, most specifically, the number of low socio-economic, Latino/a and African American students taking advanced courses will increase. The percentage of English Language learners who are redesignated as English Fluent will increase. The total percentage of students scoring proficient or above on the CAHSEE and CAASSP assessments will increase.. The total percentage of students scoring proficient or above on the CAHSEE and CAASSP assessments will increase.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Academic support will be provided to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring program for targeted support. The District's academic support program is principally directed towards the students represented in the District's unduplicated pupil count and is the most effective means of supporting the target student population because providing targeted academic support has a higher impact then general support.	LEA-wide	<input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils x English Learners x Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other subgroups (Specify) _____	Est.Cost: Funding Source(s): \$251,662 Funding source: LCFF supplemental funding ,; \$123,500 LCFF Base: object (1110) and resources (0000, 1100,1400,6500)
Provide professional development for teachers in teaching Advanced Placement Courses	LEA-wide	<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other subgroups (Specify) _____	Est.Cost: \$10,000 Funding Source(s): Title II professional development:
Provide professional development in differentiated instruction with a focus on supporting English Language Learners	LEA-wide	<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other subgroups (Specify) _____	Est.Cost: \$11,500 Funding Source(s): Economic Impact Aid carry over

Teachers will work in professional learning communities to review student achievement data and respond to the impact their instruction is having on student learning. Teacher Leaders will be compensated for leading this work	LEA-wide	X All ----- OR ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$192,324 Funding Source(s): LCFF Base:
All English language learners will be provided a device to ensure access to curriculum	LEA-wide	All ----- OR ___ Low Income pupils X English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$112,000 Funding Source(s): LCFF supplemental funding
LCAP Year 1: 2015-16			
GOAL:	Goal 3: Community Relations- Improve communication and relationship with the community and stakeholder groups.		Related State and/or Local Priorities: 1__ 2__ 3 x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need :	<u>Identified Need:</u> Community understanding and support is of great importance to all school districts and because we are a community funded district, it rises to an even greater level of importance. While the district greatly values community input and two way communication, feedback via the WASC process and reports indicates that commuicaiton remains an area of growth for the district administration. <u>Metrics:</u> Local survey to all stakeholders on communicaiton will indicate an increase in effectiveness of district communicaiton in both the gathering of input and two way communicaiton processes.		
Goal Applies to:	Schools: Applicable Pupil Subgroups:	All All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Results on the student, parent and teacher portion of the California Healthy Kids survey will indicate improvement in the area of communication. Administration at the site and district level will solicit feedback on their communication of pertinent information at least 4 times a year via school site counsels, Teacher Leader body and staff meetings. The district will solicit feedback on the effectiveness of this form of communication via survey from parents as well.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Web Page Coordinator stipend (\$17,000), Consulting services	LEA-wide	xAll	Est.Cost:

(\$12,000)		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	\$29,000 Funding Source(s): LCFF Base:
The superintendent will publish a bi-monthly blog on pertinent issues in the district.	LEA-wide	x All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$0 Funding Source(s):

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Results on the student, parent and teacher portion of the California Healthy Kids survey will indicate improvement in the area of communication. Administration at the site and district level will solicit feedback on their communication of pertinent information at least 4 times a year via school site counsels, Teacher Leader body and staff meetings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Web Page Coordinator stipend (\$17,000), Consulting services (\$12,000)	LEA-wide	x All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$29,000 Funding Source(s): LCFF Base
The superintendent will publish a bi-monthly blog on pertinent issues in the district. The district will solicit feedback on the effectiveness of this form of communication via survey	LEA-wide	xAll OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$0 Funding Source(s):

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Results on the student, parent and teacher portion of the California Healthy Kids survey will indicate improvement in the area of communication. Administration at the site and district level will solicit feedback on their communication of pertinent information at least 4 times a year via school site counsels, Teacher Leader body and staff meetings.		
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Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Web Page Coordinator stipend (\$17,000), Consulting services (\$12,000)		LEA-wide	x All <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$29,000 Funding Source(s): LCFF Base
The superintendent will publish a bi-monthly blog on pertinent issues in the district. The district will solicit feedback on the effectiveness of this form of communication via survey		LEA-wide	x All <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$0 Funding Source(s):
GOAL:	Goal 4 : Student Wellness- Support each student's emotional and social growth and work towards a community where all students feel safe and valued and develop a system of intervention to support the academic and behavioral success of all students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 ✓ 6 ✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<u>Identified Need:</u> According to the 2014 Marin County Grand Jury report, high schools in Marin have continued to show disproportionate rates of suspension for African American and low income subgroup students. The 2014 Grand Jury recommends that high schools discontinue "willful defiance" as a reason to suspend students. Additionally, the most recent (2011-2012) CA Healthy Kids Survey: 21% of 9th graders and 26% of 11th graders feel strongly that there are opportunities for meaningful participation at school; 47% of 9th graders and 56% of 11th graders feel that they have a caring relationship with an adult at school; 21% of 9th graders and 23% of 11th graders do not feel happy at school; 30% of 9th graders and 30% of 11th graders do not feel like a part of their school. <u>Metric:</u> Student attendance rates will increase, high school graduation rates will increase and high school dropout rates will decrease. The rate of students out of class suspension will decrease and the rate of student expulsion will decrease. Gains will be shown on the CA Healthy Kids Survey			
Goal Applies to:	Schools:		High School	
	Applicable Pupil Subgroups:		All	
LCAP Year 1: 2015-16				

Expected Annual Measurable Outcomes:	Gains will be shown on the CA Healthy Kids Survey, local surveys and polls related to school connectedness and school safety will be utilized to inform strategic planning, and other key data areas (i.e. school attendance rates, chronic absenteeism, drop out rates, suspension and expulsion rates, and graduation rates) will be utilized to improve student academic and social wellbeing including: 9th graders and 11th graders who feel strongly that there are opportunities for meaningful participation at school. 9th graders and 11th graders feel that they have a caring relationship with an adult at school. 9th graders and 11th graders who feel happy at school. 9th graders and 11th graders who feel like a part of their school. Each school site will create a system of intervention that includes three tiers of Intervention. Tier 1 - Each site will align all 2015-2016 (year 2) programming to ensure that all students has access to rigorous, grade level curriculum and highly effective initial...		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Center for Restorative Justice-The Center for Restorative Justice has continued to provide professional development to the staff at San Andreas High School in order to increase student attendance and a safe campus for students and staff	San Andreas	✓ All <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$5,890 Funding Source(s): LCFF Base
Dynamic Solutions for Youth- The District has partnered with Dynamic Solutions for Youth as an alternative program for students who are facing disciplinary action. Students perform community service during suspension days and learn strategies for dealing with difficult situations. The goal is to reduce the number of suspension days for students.	LEA-wide	✓ All <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$55,000 Funding Source(s): LCFF Base:
Bay Area Community Resources- The District contracts with Bay Area Community Recourses (BACR) for counseling services for students who are dealing with social emotional issues.	LEA-wide	✓ All <hr/>	Est.Cost: \$375,000 Funding Source(s): LCFF Base:
Health Services (\$104,703), Wellness Director (\$166,535)	LEA-wide	✓ All <hr/>	Est.Cost:

Wellness Coordinator (\$117,173) and Wellness Outreach Worker (\$64,400). The district provides a school nurse who distributes her time among the comprehensive sites. She also maintains student health records. The Wellness center will coordinate services to students for social emotional well being		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	\$452,811 Funding Source(s): LCFF Base:
Teen Screen (Family Service Agency). Each year, the District administers the Teen Screen survey in order to determine the overall emotional wellbeing of our students.	LEA-wide	✓ All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$24,000 Funding Source(s): LCFF Base:

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Gains will be shown on the CA Healthy Kids Survey, local surveys and polls related to school connectedness and school safety will be utilized to inform strategic planning, and other key data areas (i.e. school attendance rates, chronic absenteeism, drop out rates, suspension and expulsion rates, and graduation rates) will be utilized to improve student academic and social wellbeing including: 9th graders and 11th graders who feel strongly that there are opportunities for meaningful participation at school. 9th graders and 11th graders feel that they have a caring relationship with an adult at school. 9th graders and 11th graders who feel happy at school. 9th graders and 11th graders who feel like a part of their school. Each school site will create a system of intervention, which includes three tiers of Intervention. Suspension and expulsion rates will decrease for African American and low-income students. Students will not be suspended for "willful defiance".		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Center for Restorative Justice-The Center for Restorative Justice has continued to provide professional development to the staff at San Andreas High School in order to increase student attendance and a safe campus for students and staff	San Andreas	✓ All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$5,000 Funding Source(s): LCFF Base
Dynamic Solutions for Youth- The District has partnered with	LEA-wide	✓ All	Est.Cost:

Dynamic Solutions for Youth as an alternative program for students who are facing disciplinary action. Students perform community service during suspension days and learn strategies for dealing with difficult situations. The goal is to reduce the number of suspension days for students.		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	\$55,000 Funding Source(s): LCFF Base:
Bay Area Community Resources- The District contracts with Bay Area Community Resources (BACR) for counseling services for students who are dealing with social emotional issues.	LEA-wide	✓ All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$375,000 Funding Source(s): LCFF Base:
Health Services (\$104,703), Wellness Director (\$166,535) Wellness Coordinator (\$117,173) and Wellness Outreach Worker (\$64,400). The district provides a school nurse who distributes her time among the comprehensive sites. She also maintains student health records. The Wellness center will coordinate services to students for social emotional well being	LEA-wide	✓ All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$452,811 Funding Source(s): LCFF Base:
Teen Screen (Family Service Agency). Each year, the District administers the Teen Screen survey in order to determine the overall emotional wellbeing of our students.	LEA-wide	✓ All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$24,000 Funding Source(s): LCFF Baes:
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	Gains will be shown on the CA Healthy Kids Survey, local surveys and polls related to school connectedness and school safety will be utilized to inform strategic planning, and other key data areas (i.e. school attendance rates, chronic absenteeism, drop out rates, suspension and expulsion rates, and graduation rates) will be utilized to improve student academic and social wellbeing including: 9th graders and 11th graders who feel strongly that there are opportunities for meaningful participation at school. 9th graders and 11th graders feel that they have a caring relationship with an adult at school. 9th graders and 11th graders who feel happy at school. 9th graders and 11th graders who feel like a part of their school. Each school site will create a system of intervention, which includes three tiers of Intervention. Suspension and expulsion rates will decrease for African American and low-income students. Students will not be suspended for "willful defiance".		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Center for Restorative Justice-The Center for Restorative Justice has continued to provide professional development to the staff at San Andreas High School in order to increase student attendance and a safe campus for students and staff	San Andreas	<input checked="" type="checkbox"/> All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$5,890 Funding Source(s): LCFF Base :
Dynamic Solutions for Youth- The District has partnered with Dynamic Solutions for Youth as an alternative program for students who are facing disciplinary action. Students perform community service during suspension days and learn strategies for dealing with difficult situations. The goal is to reduce the number of suspension days for students.	LEA-wide	<input checked="" type="checkbox"/> All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$55,000 Funding Source(s): LCFF Base :
Bay Area Community Resources- The District contracts with Bay Area Community Recourses (BACR) for counseling services for students who are dealing with social emotional issues.	LEA-wide	<input checked="" type="checkbox"/> All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$375,000 Funding Source(s): LCFF Base :
Health Services (\$121,000), Wellness Director (\$166,535)	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost:

Wellness Coordinator (\$117,173) and Wellness Outreach Worker (\$64,400). The district provides a school nurse who distributes her time among the comprehensive sites. She also maintains student health records. The Wellness center will coordinate services to students for social emotional well being		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	\$452,811 Funding Source(s): LCFF Base :
Teen Screen (Family Service Agency). Each year, the District administers the Teen Screen survey in order to determine the overall emotional wellbeing of our students.	LEA-wide	<div>✓ All</div> <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups (Specify) _____	Est.Cost: \$24,000 Funding Source(s): LCFF Base:

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

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 Area 1: Curriculum and Assessment System :To establish and provide all students access to district wide guaranteed and viable curriculum that includes content and 21st Century skill standards, is coherent from the learner's perspective, and includes a description of what all students should know and be able to do (program goals) and high quality assessments aligned to proficiency scales. (Goals 1, 2, 3, 4, 6 from the Curriculum and Assessment System of the Strategic Plan)			Related State and/or Local Priorities: 1 ✓ 2 ✓ 3 ___ 4 ✓ 5 ___ 6 ___ 7 ✓ 8 ✓ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools:	High School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Algebra, Geometry, Algebra II, 9th and 10th grade English courses of study developed and UC/CSU approved. Students enrolled in these courses will have access to the district curricula that will be aligned to the common core standards and will be measured by district generated proficiency scales. In addition, students will indicate awareness and understanding of course outcomes and expectations. All teachers will have appropriate credentials for the courses to which they are assigned. 11th graders will take the new California Assessment (SBAC) in spring 2015 to establish baseline performance.		Actual Annual Measurable Outcomes:	Algebra 1, Advanced Algebra and Geometry courses of study have all been revised to align with the common core state standards and been approved by the Board of Trustees. All three courses have been submitted for UC/CSU approval. 100% of our teachers are appropriately and fully credentialed for the content areas in which they teachers. The district maintains a 98% pass rate for the CAHSEE	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop course of study aligned to the district curriculum and common core state standards		\$28,000 Categorized by function (2130) and objects (1130, 1150) funded local property tax	Courses of studies aligned to common core were complete for Algebra 1, Geometry and Advanced Algebra and have been submitted for UC/USC approval. English 1-4 course of study is anticipated over the summer. Course of study in US History, World History and World Cultures and Geography have also been competed.		\$23,752 Categorized by function (2130) and objects (1130, 1150) funded local property tax
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ All			✓ All		

Have an adequate number of teachers and classified staff to provide high quality classroom instruction to students and maintain teacher to student ratios required by contract.		\$28,528,000 Categorized by function (2130) and objects (1130, 1150) funded local property tax	Certificated staff salaries were increased in order to retain and attract highly qualified teachers and administrators		\$ 30,131,141 Funding Source(s): function (2130) and objects (1130, 1150) funded local property tax:
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ All			✓ All		
Provide professional development for teachers in the areas of curriculum development, grading practices and improvement of classroom instruction.		\$72,000: Funding Source(s): Title II	Marzano Research Labs provided professional development on aligning learning goals and assessments. Teachers also provided and attended workshops over a one week period in August on standards based grading, Project Based Learning, Culturally Relevant Pedagogy and literacy strategies		\$62,300 Funding Source(s): Title II
Scope of service:	LEA-wide				
Purchase textbook and classroom resources. Develop courses of study aligned to the district curriculum and common core standards.		\$1,071,000 Funding Source(s): Lottery	Purchase textbook and classroom resources. Develop courses of study aligned to the district curriculum and common core standards.		\$1,071,000 Funding Source(s): Lottery instructional materials (6300)
✓ All			✓ All		
Para-educators salaries and benefits		\$1,228,000 Categorized by function (2130) and objects (1130, 1150) funded local property tax	Para-educators salaries and benefits		\$1,288,000 Categorized by function (2130) and objects (1130, 1150) funded local property tax
✓ All			✓ All		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As a result of our WASC process and feedback, we have simplified this goal and combined it as Goal 1 in our 2015-2018 LCAP. The district does not anticipate renewing the contract with Marzano Research Lab as our 3 year working agreement has concluded. The District does anticipate continuing to contract with Solution Tree to provide professional development to staff on effective implementation of curriculum and instructional practices that are aligned to the common core state standards.

Original GOAL from prior year LCAP:	Goal Area 2: Instructional Programs and Practices- Guarantee student access to rigorous, relevant and engaging courses. (Goal 5 from Instructional Programs and Practices section of TUHSD Strategic Plan)				1__ 2__ 3__ 4✓ 5✓ 6✓ 7✓ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	High School				
	Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	80% of High Socio Economic Status students will be UC eligible 40% of low Socio Economic Status students will be UC eligible. Total number and percentage of students who participate in Advanced Placement program will increase. Total number and percentage of minority students who participate in Advanced Placement program will increase. Total number and percentage of students who are concurrently enrolled in college courses will increase			Actual Annual Measurable Outcomes:	78.9% of our white, 85.2% of Asian students, and 61.3% of Latino/a students graduated having completed the UC/CSU a-g requirements. 29% of our students participated in at least 1 AP test The percentage of AP test scores of 3 or higher in the district was 84% Of the students enrolled in AP classes: 3% were African American, 7% were Asian, 10% were Latino/a and 79% were white	
LCAP Year: 2014-15						
Planned Actions/Services				Actual Actions/Services		
			Budgeted Expenditures			Estimated Actual Annual Expenditures
Increase classroom FTE by ten (10):			\$1,035,000 Funding Source(s): function (2130) and objects (1130, 1150) funded local property tax	Increased the classroom teacher FTE by ten (10)		\$1,035,000 Funding source(s): function (2130) and objects (1130, 1150) funded local property tax
Scope of service:	LEA-wide			Scope of service:	LEA-wide	
✓ All		✓ All				
Increase student access to honors and Advanced Placement courses by increasing sections of those courses and removing barriers to access.			\$0	Some school sites reviewed entrance requirements for AP and honors classes to provide greater access to all students. One site increased sections of AP offerings.		\$0
Scope of service:	LEA-wide			Scope of service:	LEA-wide	
✓ All		✓ All				
What changes in actions, services, and			Barriers to AP course offerings are being reviewed and addressed at the site for appropriate action to increase access to such			

Original GOAL from prior year LCAP:	Goal 3: Teachers will work in "professional learning communities" to collectively review and respond to student achievement data, to assist one another in advancing student learning through the improvement of instruction and to align grading practices so that they are accurate, consistent, and supportive of student learning. (Goal 7 from the Curriculum and Assessment System and Goal 2 from Instructional Programs and Practices sections of the TUHSD Strategic Plan)			Related State and/or Local Priorities: 1__ 2__ 3✓ 4✓ 5✓ 6__ 7__ 8✓ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	Student percent proficient or above on CASHSEE will increase. The percentage of EL students making progress towards proficiency will increase and the percentage of students who graduate having met the UC a-g requirements will increase. The graduation rate will increase and the dropout rate, particularly for our subgroup populations will decrease.			Actual Annual Measurable Outcomes:	85% of students scored proficient or above on the CAHSEE ELA test and 82% of students scored proficient or above on the math portion of CAHSEE. 60% of our English Learner students made progress towards English proficiency 22% of our English Learner students were redesigned to Fluent-English Proficient 78.9% of white students, 85.2% of Asian students, and 61.3% of Latino/a students graduated having completed the UC/CSU a-g requirements. The District’s overall graduation rate 94.5%, the significant subgroup graduation are: Latino/a 92.3%, Asian 98.2%, African America 70.4%, two or more races 95.7% The District dropout rate is 4%. The dropout rate for the district subgroup populations are: Latino/a 6.6%, Asian 1.8%, Africa American 22.2%, two or more races 2.1%	
LCAP Year: 2014-15						
Planned Actions/Services			Actual Actions/Services			
	Budgeted Expenditures			Estimated Actual Annual Expenditures		

Professional development - grading Professional development - 21st century learning and assessment, integration of technology into instruction Professional development and coaching - common core mathematics implementation professional development		\$60,000 Funding Source(s): Title II	Several district teachers attended the Ed Leader 21 st Century conference on implementation of 21 st century learning skills, the District contracted with Solution Tree to provide common core mathematics implementation.		\$30,000 Funding Source(s): Title II
			Tom Schimmer provided professional development on standards based grading mindset and practices. Teacher Leaders provided support to their department members on working in Professional Learning Communities.		
			78.9% of white students, 85.2% of Asian students, and 61.3% of Latino/a students graduated having completed the UC/CSU a-g requirements. Data for socio-economically disadvantaged, English learners and African American students was not available		
Scope of service:	All site		Scope of service:	All sties	
✓ All			✓ All		
Provide sustained coaching and formative evaluations to improve the professional learning community process and to ensure consistency of assessment and grading practices		\$61,000 Funding Source(s): LCFF Base	Professional development on implementing the PLC process. Teachers and administrators attended conferences and workshops		\$29,000 Funding Source(s): LCFF Base
Scope of service:	All sites		Scope of service:	All sites	
✓ All			✓ All		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been converted to an action step for our first current LCAP goal, Guarantee students' access to rigorous, relevant and engaging curriculum in all content areas. The district does not anticipate renewing the contract with Marzano Research Lab as our 3 year working agreement has concluded. The District does anticipate continuing to contract with Solution Tree to provide professional development to staff on effective implementation of curriculum and instructional practices that are aligned to the common core state standards. Teacher Leaders will continue to lead the work of supporting others in professional learning community processes.
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Original GOAL from prior year LCAP:	Goal 4: Community Relations: Improve community relations by: utilizing the most effective means of communication with the district's internal and external stakeholders including websites, blogs, and social media; actively seeking information from the community regarding expectations and aspirations for our schools; bringing about community understanding the need for continuous improvement in our schools and what must be done to facilitate that involvement. (Goals 1, 2, 3 & 4 of the Community Relations Section of the TUHSD Strategic Plan)		Related State and/or Local Priorities:	
			1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	The webpages for the district and each site will be up to date with accurate, relevant information for the district including the mission, strategic priorities, budget and other pertinent information. District webpage traffic will increase by 10%.		Actual Annual Measurable Outcomes:	Webpages were kept up to date through out the year. The superintendent published monthly blog posts in an effort to disseminate pertinent information to our stakeholder groups. The District website has kept up to date with most recent information regarding major personnel changes occurring in the district with survey data, timelines and process information.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Web Page Coordinator stipend (\$17,000), Consulting services (\$12,000)		\$29,000 Funding Source(s): LCFF Base	The district provides a stipend to a certificated staff member to act as the webmaster for the 3 comprehensive high schools and a separate certificated staff member is paid a stipend to act as web master for the alternative schools websites. The District contracted with a communications specialist to gather data on how to improve communication strategies.	
Scope of service:	All sites		Scope of service:	All sites
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The Board of Trustees has also begun providing bi-monthly updates to our staff and community with pertinent information that occurred at recent board meetings.			
Original GOAL from prior year LCAP:	Goal Area 5: Student Wellness: Support each student's emotional and social growth and work towards a community where all students feel safe and valued and develop a system of intervention to support the academic and behavioral success of all students. (Goals 1 & 4 from Instructional Programs and Practices of TUHSD Strategic Plan)			Related State and/or Local Priorities: 1__ 2✓ 3__ 4✓ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	High School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Student responses on the Healthy Kids Survey and Teen Screen will show a reduction in the amount of stress students experience and a reduction in the use of drugs and alcohol. Student attendance will improve by 10%		Actual Annual Measurable Outcomes:	76% of respondents to the Healthy Kids survey felt district adequately supported students social and emotional growth and well-being. At the 3 comprehensive sites chronic absenteeism is less than 2%. The San Andreas attendance rates continue to be an issue, however attendance improved this year by 20%, meaning the percentage of whole day absences decreased by 20%. District suspension rate in 2013-14 was: 2.8 %, with 119 student suspensions The District expulsion rate in 2013-14 was: .1% with 4 student expulsions	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	

Center for Restorative Justice will provide		\$5,890 Funding Source(s): LCFF Base	The Center for Restorative Justice has continued to provide professional development to the staff at San Andreas High School in order to increase student attendance and a safe campus for students and staff. Attendance at San Andreas has improved over the year.		\$5,890 Funding Source(s): LCFF Base
Scope of service:	School-wide		Scope of service:	School-wide	
✓ All			✓ All		
Dynamic Solutions for Youth		\$55,000 Funding Source(s): LCFF Base	The District has partnered with Dynamic Solutions for Youth as an alternative program for students who are facing disciplinary action. Students perform community service during suspension days and learn strategies for dealing with difficult situations. The goal is to reduce the number of suspension days for students.		\$55,000 Funding Source(s): LCFF Base
Scope of service:	All sites		Scope of service:	All sites	
✓ All			✓ All		
Bay Area Community Resources		\$375,000 Funding Source(s): LCFF Base	The District contracts with Bay Area Community Recourses (BACR) for counseling services for students who are dealing with social emotional issues. The counselors see students on a regular or as needed basis to help students cope with stress, anxiety and a variety of other issues that may arise. The goal is provide appropriate support for students in order to reduce the number of student absences and to increase student health and wellbeing.		\$375,000 Funding Source(s): LCFF Base
Scope of service:	All sites		Scope of service:	All sites	
✓ All			✓ All		

Health Services (\$121,000), 2014-2015 (Additional) Wellness Coordinator and implementation of Wellness program (\$145,000)		\$266,000 Funding Source(s): LCFF Base	The district provides a school nurse who distributes her time among the comprehensive sites. She also maintains student health records. This year the District embarked on the creation of a Wellness Center and Wellness Program. In doing so, the District hired a Wellness Director to over see the development of the program and center.		\$266,000 Funding Source(s): LCFF Base
Scope of service:	All sites		Scope of service:	LEA-wide	
✓ All			✓ All		
Teen Screen (Family Service Agency)		\$24,000 Funding Source(s): LCFF Base	Each year, the District administers the Teen Screen survey in order to determine the overall wellbeing of our students. For students who are determined to need some form of care or follow up, our counselors and BACR counselors ensure the student is provided the appropriate support.		\$24,000 Funding Source(s): LCFF Base
Scope of service:	All sites		Scope of service:	All sites	
✓ All			✓ All		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The District has agreed to assist in funding a Drug and Alcohol Coalition in the Ross Valley area in order to facilitate greater resources and awareness around drug and alcohol use among teenagers. The District has committed to paying \$10,000 to help support this coalition.			

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 district-wide, school-wide, countywide, or charter-wide 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:	\$395,030
The District’s supplemental grant for 2015-16 is estimated at \$395,030	
2015-2016 \$395,030	
These funds will be used for providing all English language learners with a devices and professional development for differentiated instructional strategies specifically for supporting ELL students	

- 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.

1.14	%
For English Learners	
<ul style="list-style-type: none"> The district is providing every English language learner with a device, the device to student ratio standard in the district is 1:2, therefore this is an increase in services provided to English language learners of 100% 	

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).

2015-16 LCAP review technical questions

Date: 8-26-15

District: Tamalpais Union High School District

Contact: Dr. David Yoshihara, Superintendent

The Marin County Office of Education (MCOE) has reviewed the Tamalpais Union High School District's Board-approved Local Control and Accountability Plan (LCAP) for 2015-16 and appreciates the amount of energy and effort the district has invested in their plan.

The MCOE LCAP team are making a recommendation to approve the District's LCAP but request some additional technical information in order to complete the LCAP review process. Please review and respond to the questions that follow and submit your responses and any pertinent supporting documentation via email to Terena Mares at tmares@marinschools.org as soon as feasible, but no later than September 4, 2015.

At the conclusion of the LCAP review and approval process we will be meeting with each district individually to provide feedback on the entire review, especially as it relates to future approvals. We will be reaching out over the coming days to coordinate and schedule your meeting.

If you have questions, please feel free to contact Terena Mares at tmares@marinschools.org or 415 499-5805.

Section 2: Goals, Actions, Expenditures, and Progress Indicators: Please respond to the following question(s):

2.02	<p>Each goal should identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities.</p> <p>We found certain of the district's goals did not include measurable outcomes or use of the required state metrics for the related state priorities. As a result the District's LCAP does not include measurable outcomes using the required state metrics to address state priorities #2 and #7.</p> <p>Please provide additional information describing how the district will measure outcomes using the required state metrics to address State priorities #2 and #7</p>
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Response:

In response to measurable outcomes for priority area #2, Common Core State Standards (CCSS) implementation, the district will demonstrate, via the district student information system, eSchoolPLUS, that all students are enrolled in English and mathematics courses that are CCSS aligned. All core English and required mathematics courses have courses of study that are aligned to CCSS and are available on the district's website. All English language learners will be placed in mainstream English and mathematics courses that are CCSS aligned. The spring 2015 CAASP results will provide baseline data against which future student achievement in CCSS English and mathematics will be measured.

In response to metrics for state priority area #7, the district will demonstrate, via eSchoolPLUs, the student information system, that all students are enrolled in courses that are required for graduation and are enrolled in a minimum of 5 academic courses. The number of students who graduate within 4 years will increase.

2.15	<p>Goal 1, Action 4 lists textbook expenditures of \$1 million using restricted lottery funds, but the adopted budget for this program is only \$135 thousand and it is the only amount in the adopted budget specifically for textbooks. Although the unrestricted lottery program shows \$0.5 million in revenue, the adopted budget does not include any expenditures.</p> <p>Please help us understand where we can find the expenditures in the budget to support this action in the LCAP.</p>
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Response:

The district has revised its LCAP expenditure plan for textbooks to align with the District's operating budget for Instructional Materials Lottery resource 6300. With the 14-15 carryover in that resource, the textbook expenditure in LCAP should be listed as \$361,000.