

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for 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:</p> <p>LCAP Process, timeline and survey overview presented at open session meeting of the Board of Trustees on April 9, 2014.</p> <p>LCAP survey posted on district website from April 10, 2014 through May 12, 2014. Blog regarding LCAP survey posted on superintendent blog site on April 22, 2014.</p> <p>Emails with a link to the LCAP survey sent to parents of all 8th - 12th graders, staff and approximately 1,500 community leaders on April 22, 2014. In total, the survey was sent to approximately 9,000 people.</p>	<p>Survey results considered in LCAP draft.</p> <p>Input from LCAP draft considered in final draft.</p> <p>Input from unions considered in final draft.</p> <p>Input from parent and classified advisory councils considered in final draft.</p>

Involvement Process	Impact on LCAP
<p>Emails with a link to the LCAP survey sent to were students by site principals the week of May 5, 2014.</p> <p>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 1 counselor.</p> <p>CSEA presented to the Board of Trustees on May 14, 2014. This presentation was at the request of CSEA in order to giving "meaningful input" to the LCAP. LCAP draft was posted on district website from May 19-May 28 with e-mail input accepted from any stakeholder .</p> <p>LCAP draft was shared with parent and classified advisory councils for input on May 20, 2014.</p> <p>LCAP public hearing was held on May 28, 2014.</p> <p>Community feedback was submitted, reviewed, and utilized in LCAP revisions between May 28th and June 25th</p> <p>LCAP approval by Board of Trustees will occur on June 25, 2014.</p>	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Local data indicate that within-school and between-school variance related to a guaranteed and viable curriculum is commonplace within TUHSD. Moreover, certain subgroups are provided with tiered or tracked coursework that limits exposure to a guaranteed and viable curriculum that	1) 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)	---ALL Students--	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	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	9th and 10 grade social studies and 9th and 10th grade science 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	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes

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adheres to college and career requirements. Such data mean that variance in learner outcomes, proportion of surface and deep level knowledge and skill requirements, metrics to assess and grade content and 21st Century skills, and means to intervene when students are	and high quality assessments aligned to proficiency scales. (Goals 1, 2, 3, 4, 6 from the Curriculum and Assessment System of the Strategic Plan)				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	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		

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struggling exists within and between all departments and school sites across TUHSD. Data were drawn from a three year review and revision process of core outcomes (i.e. program goals) and consistent and accurate means of measuring student performance						(SBAC) in spring 2015 to establish baseline performance.	(SBAC) in spring 2016 and improvement will be shown over previous year results.	

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Clearinghouse data (2007 Cohort) indicates that 41.2% of students did not receive a college degree within six years). Other information came from course of study templates, actualized descriptions within teacher syllabi, dialogue that ensued within multiple district-wide								

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department meetings, results from Summer School Report 2011, and the TUHSD Achievement Reports from 2011-2012 and 2012-2013. Moreover, the 2014 LCAP stakeholder survey results support this goal. The following categories were rated as extremely high priority by the								

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regardless of teacher or school, (4) Ensure that students have access to educational technology, (5) Increase student achievement in mathematics and English Language Arts, and (6) Ensure students are learning collaboration, critical thinking, and communication skills in class.								

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Local data indicate that certain sub-groups are not provided access to college preparatory curriculum (a-g). 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. Only 8	2) Guarantee student access to rigorous, relevant and engaging courses. (Goal 5 from Instructional Programs and Practices section of TUHSD Strategic Plan)	---ALL Students--	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	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	82% of High Socio Economic Status students will be UC eligible. 45% 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 of minority students who participate in	Course Access Pupil Achievement Pupil Engagement School Climate

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-19% (depending on the school of attendance) of students who participate in non-UC 9th grade math courses are UC eligible within 4 years. Student Clearinghouse data (2007 Cohort) indicates that 41.2% of students did not receive a degree within six years of high school graduation.					participate in Advanced Placement program will increase. Total number and percentage of students who are concurrently enrolled in college courses will increase.	Advanced Placement program will increase. Total number of students who are concurrently enrolled in college courses will increase.		

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Lastly, 27.4% of the student body in 2012 participated in advanced placement classes. LCAP survey results support this goal. The following categories were rated as an "extremely high priority": Ensure all students have access to University of California a-g requirements and								

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increase AP/honors/college course access to all students.								
Research supports teachers working collectively to review and analyze data in order to understand and improve their impact on student learning. Local data	3) Teachers will work in "professional learning communities" to collectively review and respond to student achievement data, to assist one another in advancing student	---ALL Students--	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	District developed curriculum and proficiency scales will be utilized by 30% of teaching staff. Teacher teams will meet in professional learning communities to	District developed curriculum and proficiency scales will be utilized by 40% of teaching staff. Teachers will meet in professional learning communities to	Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement

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indicate there are 22 different grading scales and an undetermined amount of weighting systems utilized across the district. Furthermore, current grading systems combine attendance, behavior, academic, and non-academic outcomes. Additionally, there are inconsistent	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				review student data at least twice per semester. Data to be reviewed include statewide assessments (including SBAC), pupil success on completion of UC/CSU and/or CTE requirements, percentages of EL pupils making progress towards proficiency (via CELDT) and	review student data at least three times per semester. Data to be reviewed include statewide assessments (including SBAC), pupil success on completion of UC/CSU and/or CTE requirements, percentages of EL pupils making progress towards proficiency (via CELDT) and		

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outcomes within and between schools for the same course. Interest among certificated staff to engage in professional learning networks that include infusion of instructional technology, new pedagogies (including problem and project based learning), and creating	Plan)				reaching reclassification , percent of pupils enrolled in AP courses, AP tests, and passing AP exams (scores of 3-5), and the percentage of students reaching college preparedness (as identified through various state exams, college course completion) 60% of teachers present grades	reaching reclassification , percent of pupils enrolled in AP courses, AP tests, and passing AP exams (scores of 3-5), and the percentage of students reaching college preparedness (as identified through various state exams, college course completion) 70% of teachers present grades		

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classroom and staff cultures and climates that more aptly mirror the demands and desires of the 21st Century has grown exponentially. For example, staff enrollment for a district professional development program, the Instructional Technology Teacher Collaborative, grew from 5 to 76 teachers						in online systems every at least every 3 weeks.	in online systems every at least every 3 weeks.	

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between August 2012-March 2014. Finally, the LCAP survey responses support this goal. The following statements were rated as an extremely high priority by the majority of respondents:(1) Ensure all students are graded fairly, accurately and consistently across the								

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
district, and (2) Ensure faculty members are routinely meeting to review student work and to determine next steps instructionally in light of student performance.								
Community understanding and support is of great importance to all school districts but because we are	4) Improve community relations by: utilizing the most effective means of communication with the	---ALL Students--	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Sites will have regular newsletters sent by principals. Superintendent blog will continue and will be sent to	Sites will have regular newsletters sent by principals. Superintendent blog will continue and will be sent to	Parent Involvement Pupil Engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
<p>a community funded district, it rises to an even greater level of importance. The district has made great strides in the past several years to enhance the level and quality of its communications with the community.</p> <p>The LCAP survey indicates that the majority of respondents</p>	<p>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</p>				<p>parents, key-communicators, staff. Parent, student and staff advisory councils continue at the district and site level. Board meetings will be held at both district office and sites to facilitate community involvement. Sites and districts expand social media presence. Principals will</p>	<p>parents, key-communicators, staff. Parent, student and staff advisory councils continue at the district and site level. Board meetings will be held at both district office and sites to facilitate community involvement. Sites and districts expand social media presence. Principals will</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
feel that it is of moderate to high importance for parents to be involved in district and site decision making (Out of 524 total respondents, 131 indicated that it is an extremely high priority, 150 indicated that it is a high priority and 158 indicated that it is a moderate priority).	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)				expand community outreach through parent meetings and forums. Town Hall Style Board meeting will be held on topic of curriculum and instruction. Ongoing surveys will be submitted to stakeholders to understand perception of school connectedness and school safety. Data will	expand community outreach through parent meetings and forums. Ongoing surveys will be submitted to stakeholders to understand perception of school connectedness and school safety. Data will be utilized as part of continuous improvement process		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Additionally, the LCAP survey indicated support for ensuring that students have voice and choice for how they are taught and assessed. (Out of 524 total respondents, 195 indicated it as an extremely high priority, 135 indicated that it is a high priority, and 113 indicated that it is a					be utilized as part of continuous improvement process			

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
moderate priority).								
The following priorities were rated as extremely high by the majority of LCAP survey respondents: (1) Ensure that a system of intervention is in place to support the academic and behavioral needs of students, and (2) Ensure support of each student's	5) 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.	---ALL Students--	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	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,	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,	State Standards Implementation Pupil Achievement Pupil Engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
emotional and social growth. According to the 2014 Marin County Grand Jury report, high schools in Marin have continued to show disproportionate rates of suspension for students of color and low income subgroups. The 2014 Grand Jury recommends that high	(Goals 1 & 4 from Instructional Programs and Practices of TUHSD Strategic Plan)				drop out rates, suspension and expulsion rates, and graduation rates) will be utilized to improve student academic and social well-being 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	drop out rates, suspension and expulsion rates, and graduation rates) will be utilized to improve student academic and social well-being 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		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
schools discontinue "willful defiance" as a reason to suspend students. Furthermore, data highlighted in LCAP goals 1-3 suggest a need for providing timely and consistent support for student academic achievement. Currently, TUHSD schools do not have a					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. Tier 1 - Each site will align	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 implement a system of intervention which includes three tiers of Intervention. Suspension and expulsion rates		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
system in place to provide immediate and consistent interventions for individual students who need behavioral, attendance or academic support. Additionally, the most recent (2011-2012) CA Healthy Kids Survey: 21% of 9th graders and 26% of 11th graders feel strongly that					all 2015-2016 (year 2) programming to ensure that all students has access to rigorous, grade-level curriculum and highly effective initial teaching. Tier 2 - Each site will identify interventions that are timely, structured, and mandatory; focused on the cause of a student's struggles rather than on a	will decrease for students of color and low income students. Students will not be suspended for "willful defiance".		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
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					symptom (for example, a letter grade); administered by a trained professional; and part of a system that guarantees that these practices apply no matter which teacher a student is assigned to. Tier 3 - Each site will create a system of intensive support for students to receive in addition to core			

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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of their school.					instruction— not in place of it. Because Tier 3 students often have multiple needs, intensive help must be individualized, based on a problem-solving approach Suspension and expulsion rates will decrease for students of color and low income students. Students will not be suspended for			

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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						"willful defiance".		

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
1) 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	Basic State Standards Implementation Pupil Achievement Other Pupil Outcomes	1) 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. Continue to support Teachers Leaders in their ability to facilitate the development of curriculum with all district teachers. Purchase textbook	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Classroom teachers salaries & benefits: \$27,300,000 Classroom para-educators salaries & benefits: \$1,228,000 Classroom teachers and para-educators are categorized by functions (1000-1130) and objects (1110, 2110 and 3XXX). Funding is provided by the Local Property and Parcel Tax, Educational Protection Act,	Classroom teachers salaries & benefits: \$27,300,000 Classroom para-educators salaries & benefits: \$1,228,000 Classroom teachers and para-educators are categorized by functions (1000-1130) and objects (1110, 2110 and 3XXX). Funding is provided by the Local Property and Parcel Tax, Educational Protection Act,	Classroom teachers salaries & benefits: \$27,300,000 Classroom para-educators salaries & benefits: \$1,228,000 Classroom teachers and para-educators are categorized by functions (1000-1130) and objects (1110, 2110 and 3XXX). Funding is provided by the Local Property and Parcel Tax, Educational Protection Act,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
proficiency scales. (Goals 1, 2, 3, 4, 6 from the Curriculum and Assessment System of the Strategic Plan)		and classroom resources. Develop courses of study aligned to the district curriculum and common core standards. Allow teachers to experiment with the use of a Standards Based Grading Platform Provide professional development for teachers in the areas of curriculum development, grading practices and improvement of classroom instruction.			<p>Lottery, Special Education AB602 Funding, Title I, Parent Foundation.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property Tax.</p> <p>Textbooks and other instructional materials: \$1,071,000 Categorized by Resource (0221, 6300, 7405). Funding provided by State Aid "Hold Harmless", Lottery</p>	<p>Lottery, Special Education AB602 Funding, Title I, Parent Foundation.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property Tax.</p> <p>Textbooks and other instructional materials: \$1,071,000 Categorized by Resource (0221, 6300, 7405). Funding provided by State Aid "Hold Harmless", Lottery</p>	<p>Lottery, Special Education AB602 Funding, Title I, Parent Foundation.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property Tax.</p> <p>Textbooks and other instructional materials: \$1,071,000 Categorized by Resource (0221, 6300, 7405). Funding provided by State Aid "Hold Harmless", Lottery</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					<p>-Instructional Materials, and Common Core.</p> <p>Curriculum development performed teachers and paid at the hourly rate of pay: \$28,000 Categorized by function (2130) and objects (1130,1150, and 3XXX). Funding provided by Local Property Tax.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property</p>	<p>-Instructional Materials, and Common Core.</p> <p>Curriculum development performed teachers and paid at the hourly rate of pay: \$28,000 Categorized by function (2130) and objects (1130,1150, and 3XXX). Funding provided by Local Property Tax.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property</p>	<p>-Instructional Materials, and Common Core.</p> <p>Curriculum development performed teachers and paid at the hourly rate of pay: \$28,000 Categorized by function (2130) and objects (1130,1150, and 3XXX). Funding provided by Local Property Tax.</p> <p>Tamalpais Leadership Collaborative stipends, hourly work, substitute and food costs: \$341,000 Categorized by DD2 (008). Funding provided by Local Property</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					Tax. Professional Development: Instructional Design Facilitators: \$11,000 Conferences: \$23,000 Professional Consultants (In-house staff development): \$38,000 Categorized by Resource (4035). Funding provided by Title II Teacher Quality	Tax. Professional Development: Instructional Design Facilitators: \$11,000 Conferences: \$23,000 Professional Consultants (In-house staff development): \$38,000 Categorized by Resource (4035). Funding provided by Title II Teacher Quality	Tax. Professional Development: Instructional Design Facilitators: \$11,000 Conferences: \$23,000 Professional Consultants (In-house staff development): \$38,000 Categorized by Resource (4035). Funding provided by Title II Teacher Quality

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Lottery Instructional Materials (6300),Title I Basic (3010), EPA (1400),Common	LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Lottery Instructional Materials (6300),Title I Basic (3010), EPA (1400),Common	LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Lottery Instructional Materials (6300),Title I Basic (3010), EPA (1400),Common

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					Core (7405)	Core (7405)	Core (7405)
2) Guarantee student access to rigorous, relevant and engaging courses. (Goal 5 from Instructional Programs and Practices section of TUHSD Strategic Plan)	Course Access Pupil Achievement Pupil Engagement School Climate	1) Increase numbers of students who are college and career ready by adding additional sections of UC/CSU A-G approved courses while maintaining class size ratios required by collective bargaining agreements. 14-15 - increase 50 sections and 10 teaching FTEs. 15-16 - increase 75 sections and 15 teaching FTEs. 16-17 - increase 55 sections and 11 teaching FTEs.	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	2014/15 salaries & benefits for ten (10) classroom teacher FTE's: \$1,035,000 2015/16 salaries & benefits for fifteen (15) classroom teacher FTE's: \$1,550,000 2016/17 salaries & benefits for eleven (11) classroom teacher FTE's: \$1,150,000 All amounts are estimated based upon 2013/14 Second Interim and 2014/15 Staffing Plan. Categorized with object (1110). Funding provided by Local Property	2014/15 salaries & benefits for ten (10) classroom teacher FTE's: \$1,035,000 2015/16 salaries & benefits for fifteen (15) classroom teacher FTE's: \$1,550,000 2016/17 salaries & benefits for eleven (11) classroom teacher FTE's: \$1,150,000 All amounts are estimated based upon 2013/14 Second Interim and 2014/15 Staffing Plan. Categorized with object (1110). Funding provided by Local Property	2014/15 salaries & benefits for ten (10) classroom teacher FTE's: \$1,035,000 2015/16 salaries & benefits for fifteen (15) classroom teacher FTE's: \$1,550,000 2016/17 salaries & benefits for eleven (11) classroom teacher FTE's: \$1,150,000 All amounts are estimated based upon 2013/14 Second Interim and 2014/15 Staffing Plan. Categorized with object (1110). Funding provided by Local Property

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					and Parcel Tax, Lottery, Educational Protection Act and Special Education AB602. Lottery (1100), EPA (1400),Other	and Parcel Tax, Lottery, Educational Protection Act and Special Education AB602. Lottery (1100), EPA (1400),Other	and Parcel Tax, Lottery, Educational Protection Act and Special Education AB602. Lottery (1100), EPA (1400),Other
	Course Access Pupil Achievement Pupil Engagement School Climate	2) Increase student access to honors and Advanced Placement courses by increasing sections of those courses. Increased sections cause a need for hiring additional teachers. Total number of additional teachers that will be added in the next three years are estimated as	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	2014-2015 Salaries and benefits for 10.0 FTE: \$1,032,304 2015-2016 Salaries and benefits for 15.0 FTE: \$1,548,456 2016-2017 Salaries and benefits for 11.0 FTE: \$1,135,534 Categorized by object (1110) and resources (0000,1100,1400, 6500). Funding provided by Local Property and Parcel Tax,	2014-2015 Salaries and benefits for 10.0 FTE: \$1,032,304 2015-2016 Salaries and benefits for 15.0 FTE: \$1,548,456 2016-2017 Salaries and benefits for 11.0 FTE: \$1,135,534 Categorized by object (1110) and resources (0000,1100,1400, 6500). Funding provided by Local Property and Parcel Tax,	2014-2015 Salaries and benefits for 10.0 FTE: \$1,032,304 2015-2016 Salaries and benefits for 15.0 FTE: \$1,548,456 2016-2017 Salaries and benefits for 11.0 FTE: \$1,135,534 Categorized by object (1110) and resources (0000,1100,1400, 6500). Funding provided by Local Property and Parcel Tax,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
		follows: 2014-2015 - 10.0 FTE 2015-2016 - 15.0 FTE 2016-2017 - 11.0 FTE			Lottery, EPA, Special Education AB602. Lottery (1100), EPA (1400),Other	Lottery, EPA, Special Education AB602. Lottery (1100), EPA (1400),Other	Lottery, EPA, Special Education AB602. Lottery (1100), EPA (1400),Other
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	Pupil Achievement Other Pupil Outcomes Pupil Engagement	1) 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 total	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Professional Development Consultants (\$60,000) with resource (7405). Funding provided by Common Core. Common Core (7405),Other	Professional Development Consultants (\$60,000) with resource (7405). Funding provided by Common Core. Common Core (7405),Other	Professional Development Consultants (\$60,000) with resource (7405). Funding provided by Common Core. Common Core (7405),Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
student learning. (Goal 7 from the Curriculum and Assessment System and Goal 2 from Instructional Programs and Practices sections of the TUHSD Strategic Plan)							
	Pupil Achievement Other Pupil Outcomes Pupil Engagement	2) 1. Provide sustained coaching and formative evaluations to improve the professional learning community process and to ensure consistency of assessment and grading practices	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	TUHSD will utilize general funds to meet Goal 3. Other	TUHSD will utilize general funds to meet Goal 3. Other	TUHSD will utilize general funds to meet Goal 3. Other
4) Improve community relations by: utilizing the most	Parent Involvement	1) Employ Web-site coordinators to regularly update and	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no	Web Page Coordinator stipend: \$17,000 Categorized as an	Web Page Coordinator stipend: \$17,000 Categorized as an	Web Page Coordinator stipend: \$17,000 Categorized as an

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
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		improve district and site websites. Engage consultant to develop and implement public relations plan.		information to input in this section.	<p>extra service stipend per the TFT CBA, by object (1130). Funding provided by Local Property Tax.</p> <p>Consulting services: \$12,000 Categorized by function (7180). Funding provided by Local Property Tax.</p> <p>Other</p>	<p>extra service stipend per the TFT CBA, by object (1130). Funding provided by Local Property Tax.</p> <p>Consulting services: \$12,000 Categorized by function (7180). Funding provided by Local Property Tax.</p> <p>Other</p>	<p>extra service stipend per the TFT CBA, by object (1130). Funding provided by Local Property Tax.</p> <p>Consulting services: \$12,000 Categorized by function (7180). Funding provided by Local Property Tax.</p> <p>Other</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
Strategic Plan)							
5) 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)	Pupil Engagement School Climate	1) Employ Bay Area Community Resources Counselors to provide counseling to students. Implement Teen Screen assessment to determine students who need counseling services. Employ district Wellness Coordinator and implement Wellness program. Contract with Dynamic Solutions for Youth to provide community service opportunity for suspended	Tamiscal High (Alternative) Sir Francis Drake High Redwood High Tamalpais High San Andreas High (Continuation)	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Bay Area Community Resources: \$375,000 Teen Screen (Family Service Agency): \$24,000 Dynamic Solutions for Youth: \$55,000 Center for Restorative Justice: \$5,000 Categorized by object (5849) and function (3900). Funding provided by Local Property Tax. Health Services: \$121,000 Categorized by function (3140). Funding provided by Local Property Tax.	Bay Area Community Resources: \$375,000 Teen Screen (Family Service Agency): \$24,000 Dynamic Solutions for Youth: \$55,000 Center for Restorative Justice: \$5,000 Categorized by object (5849) and function (3900). Funding provided by Local Property Tax. Health Services: \$121,000 Categorized by function (3140). Funding provided by Local Property Tax.	Bay Area Community Resources: \$375,000 Teen Screen (Family Service Agency): \$24,000 Dynamic Solutions for Youth: \$55,000 Center for Restorative Justice: \$5,000 Categorized by object (5849) and function (3900). Funding provided by Local Property Tax. Health Services: \$121,000 Categorized by function (3140). Funding provided by Local Property Tax.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
		students. Contract with Center for Restorative Justice to provide restorative justice training for staff.			2014-2015 (Additional) Wellness Coordinator and implementation of Wellness program: \$145,000 Categorized by function (3140). Funding provided by Local Property Tax. Private,Other	2014-2015 (Additional) Wellness Coordinator and implementation of Wellness program: \$145,000 Categorized by function (3140). Funding provided by Local Property Tax. Private,Other	2014-2015 (Additional) Wellness Coordinator and implementation of Wellness program: \$145,000 Categorized by function (3140). Funding provided by Local Property Tax. Private,Other

- C. Describe the LEA's increase in 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 districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

TUHSD is a "basic aid" district and will not experience an increase of funds. The changes indicated per the LCFF calculator are as follows:

2014-2015 \$168,920

2015-2016 \$222,180

2016-2017 \$151,408

No additional funds will be received. Expenditures will be made per goals previously described for ALL students.

Expenses related to services for targeted subgroups far exceed the proportionality requirements in 5 CCR 15496(b).

D. 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). 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). 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.

For Low Income

- Provide targeted academic and behavioral support systems to meet student academic needs through site based intervention plans as described in LCAP goal #5.
- Provide all students with rigorous courses that are college and career ready as described in LCAP goal #1 and #3.

For English Learners

- Provide coordinated administrative support for EL Services. This is an ongoing position at TUHSD.
- Provide mandatory workshops (e.g. Academic Language Development) for teachers within teacher professional development programs
- Embed EL services in site RTI plans as described in LCAP goal #5.
- Increase inclusionary support services for English Language Learners that receive instruction in mainstream classes.

For Foster Youth

- Provide coordinated administrative support for Foster Youth. This is an ongoing administrative responsibility at TUHSD.
- Provide mandatory workshops (e.g. Academic Language Development) for teachers within teacher professional development programs
-

The percentages are as follows:
2014-2015 .58%

2015-2016 .65%
2016-2017 .41%

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.

Tamalpais Union High School

Local Control and Accountability Plan

Date Adopted: June 25th, 2014

Public Hearing Date: May 28th, 2014

Addendum 3B

Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficiency (e.g. not listed in Table 3A above). List and describe expenditures for each discal year implementing these actions including where those expenditures can be found in the LEA's budget.¹

Goal	Related State and Local Priority	Actions and Services	Levels of Service	Annual Update: Review of actions/s ervices	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
Goal 1	1,2,4, 7, 8	Implementation of district-wide Guaranteed and Viable Curriculum to ensure targeted student progress and proficiency will be assessed and utilized.	District-wide	N/A	Additional Sections to support ELD and low SES students at a cost of \$168,920	Additional Sections to support ELD and low SES students at a cost of \$222,180	Additional Sections to support ELD and low SES students at a cost of \$151,408
Goal 2	1,2,4, 7, 8	Ensure access of GVC for targeted groups	District-wide	N/A			
Goal 3	1,2,4, 7, 8	Teachers will work in collaborative teams to measure targeted group progress and intervene when appropriate	District-wide	N/A			

¹ No alterations to the original LCAP have occurred. Date Adopted June 25th, 2014 and Public Hearing Date May 28th, 2014

Goal 4	3,5,6	The district will provide targeted students with venues to take an active role in the co-development and maintenance of a school culture	District-wide	N/A			
Goal 5	3,5,6	The district will provide targeted students with additional supports to enhance their social and emotional growth	District-wide	N/A			