

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Sausalito Marin City **Contact (Name, Title, Email, Phone Number):** Steve Van Zant, Superintendent, svanzant@smcsd.orf, (415) 332-3190 **LCAP Year:** 2014

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
October, 2013 - on going Design Team, comprised of teachers, staff, site administration, bargaining unit and community members review data to include DIBELS, Study Island assessments,	Through the process, we have established the following visions for our students: <i>Our students will have stellar, appropriate and varied</i>

<p>KOF, Accelerated Reader, Accelerated Math, Student Attendance, Student Behavior, and parent Engagement statistics in order to develop plans to improve student learning</p> <p>February, 2014</p> <p>Teachers, Staff, site administration, bargaining unit and Community Member meetings to establish three learning themes</p> <p>April 9, 2014</p> <p>Meeting of Site Council team members comprised of Teachers, Staff and Community Members to review finding and set three year goals</p>	<p><i>communication and language skills.</i></p> <p><i>Students will be academically and culturally literate by mastering, applying, questioning, defending core concepts, solutions and experiences</i></p> <p><i>Students will fearlessly preserve to strategically and resourcefully solve academic and real world problems</i></p> <p>Through further process we have established Kindergarten readiness, Third grade reading proficiency and Algebra readiness as priorities.</p>
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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
	Description of Goal	Applicable Pupil Subgroup(s) (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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>70% proficiency in ELA on SIBA.</p> <p>80% of those non-proficient will advance one-level towards goal of proficiency</p> <p>80% of K-2 students will score 'core' on DIBELS</p> <p>Study Island Benchmark Assessments (SIBA), DIBELS, Systemic Instruction in Phonological Awareness, Phonics, and Sight</p>	Our students will have stellar, appropriate and varied communication and language skills	All	All		<p>75% proficient, 85% of non-proficient move up one level</p> <p>85% 'core' on DIBELS</p> <p>70% proficient SBAC</p>	<p>80% proficient, 90% of non-proficient move up one level</p> <p>90% "core" DIBELS</p> <p>80% proficient SBAC</p>	<p>90% proficient, 95% non-proficient advance one level</p> <p>95% 'core' DIBELS</p> <p>90% proficient SBAC</p>	<p>Pupil achievement</p> <p>Increase student proficiency in Reading as measured by Study Island Bench Marks (SIBA) by spring 2015.</p> <p>80% of K-2 students will score 'core' on grade level DIBELS assessments</p>

Words) SIPPS, Smarter Balance Assessment Consortium (SBAC) 2012- 2013 API score was 719. API for ELL students was 935 (only 14 were tested) Due to in-sufficient numbers, CELDT data is not desegregated. in 13-14 we identified 32 students as being English Language Learners. 11 were Fluent English Proficient. Our current FEP Redesignation rate is 43.2%								
70% proficient on SIBA in grades 3-5 100% move up one grade level on ALEKS (6-8 grade) 60% pre-algebra	Increase student proficiency in math as measured by SIBA, ALEKS, MDTP and SBAC	All	All		70% Proficient SIBA (3-5 grade) 85% move up one level (3-5) 100% move up one grade level on ALEKS (6-8 grade)	75% Proficient SIBA (3-5 grade) 90% move up one-level (3-5) 100% move up one level on ALEKS (6-8 grade) 70% pre-algebra readiness on MDTP (6th	85% Proficient SIBA (3-5 grade) 95% move up one level (3-5 grade) 100% move up one level on	Pupil achievement Students will fearlessly perserver to strategically and resourcefully solve academic and

readiness on MDTP (6th grade) SIBA, ALEKS, MDTP, SBAC					60% pre-algebra readiness on MDTP (6th grade) 60% algebra readiness on MDTP (8th grade)	grade) 65% algebra readiness on MDTP (8th grade) 70% proficient on SBAC	ALEKS 80% pre-algebra readiness on MDTP (6th grade) 70% algebra readiness on MDTP (8th grade) 80% proficient SBAC	real world problems
70% of parents will attend one or more school events and volunteer at least one-hour Parent sign-in sheets at family nights, open house and other parent education events	Increase parent involvement during the school day and at school events	All	All		80% of parents will attend one or more school events and volunteer at least one-hour	90% of parents will attend one or more school events and volunteer at least one-hour	100% of parents will attend one or more school events and volunteer at least one-hour	Parent involvement Increase parent participation in the education of our students
92.5% actual attendance rate Review of actual attendance rates in the 12-13 school year, 2.93% of our students were	Increase student attendance rates	All	All		94% actual attendance rate	95% actual attendance rate	96% actual attendance rate	Pupil engagement Students will attend school and be meaningfully engaged in learning

classified as chronic truants.								
60% of students and parents report that the school is safe 60% of student report that they feel they belong at school Parent and student surveys. Suspension and expulsion rate data. In 12 - 13, the District suspension rate (Students Suspended and Students Expelled divided by Cumulative Enrollment) multiplied by 100 was 10.5 and the student expulsion rate was 0.2 There were no middle school dropouts reported.	Parents and students will feel safe at and connected to the school	All	All		70% of parents and students report feeling safe at school 70% of students report that they feel they belong at school	80% of parents and students report feeling safe at school 80% of students report that they feel they belong at school	90% of parents and students report feeling safe at school 90% of students report that they feel they belong at school	School climate Increase student and parent sence of connectedness and safety at school
All Students have access to courses taught by appropriately	All students will have access to courses taught	All	All		All teachers will be appropriately credentialed All students will	All teachers will be appropriately credentialed All students will have access to high quality	All teachers will be appropriately credentialed	Course access Students will have access to high calibier

<p>credentialed high quality instructors using relevant high quality materials</p> <p>All teachers will be properly credentialed</p> <p>All students will have access to high quality instructional materials</p>	<p>by appropriately credentialed - high quality instructors using relevant high quality measures.</p>				<p>have access to high quality instructional materials</p>	<p>instructional materials</p>	<p>All students will have access to high quality instructional materials</p>	<p>instruction and materials</p>
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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 52064 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	Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all</u> priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Our students will have stellar, appropriate and varied communication and language skills	Pupil achievement Increase student proficiency in Reading as measured by Study Island Bench Marks (SIBA) by spring 2015. 80% of K-2 students will	Continue to support and implement GLAD training	School-Wide		Professional Development/Training: \$3,000 Funding Source: CELDT	Professional Development/Training: \$3,000 Funding Source: CELDT	Professional Development/Training: \$3,000 Funding Source: CELDT
					Bilingual Paraprofessional: \$42,000 Funding Source: General fund/Title 1	Bilingual Paraprofessional: \$45,000 Funding Source: General fund/Title 1	Bilingual Paraprofessional: \$47,000 Funding Source: General fund/Title 1

	score 'core' on grade level DIBELS assessments						
Our students will have stellar, appropriate and varied communication and language skills	Pupil achievement Increase student proficiency in Reading as measured by Study Island Bench Marks (SIBA) by spring 2015. 80% of K-2 students will score 'core' on grade level DIBELS assessments	Maintain Small class size	School-Wide		Teacher: \$85,000 Funding Source: General Fund	Teacher: \$85,000 Funding Source: General Fund	Teacher: \$85,000 Funding Source: General Fund
Our students will have stellar, appropriate and varied communication and language skills	Pupil achievement Increase student proficiency in Reading as measured by Study Island Bench Marks (SIBA) by spring 2015. 80% of K-2 students will score 'core' on	Adopt and implement SIPPs intervention curriculum school-wide	School-Wide				

	grade level DIBELS assessments						
Our students will have stellar, appropriate and varied communication and language skills	Pupil achievement Increase student proficiency in Reading as measured by Study Island Bench Marks (SIBA) by spring 2015. 80% of K-2 students will score 'core' on grade level DIBELS assessments	Provide Targeted ELL support	School-Wide				
Our students will have stellar, appropriate and varied communication and language skills	Pupil achievement Increase student proficiency in Reading as measured by Study Island Bench Marks (SIBA) by spring 2015. 80% of K-2 students will score 'core' on grade level	Implement "Marin City Reads" reading incentive program	School-Wide				

	DIBELS assessments						
Increase student proficiency in math as measured by SIBA, ALEKS, MDTP and SBAC	Pupil achievement Students will fearlessly perserver to strategically and resourcefully solve academic and real world problems	Maintain small class sizes	School-Wide		Teaching/Professional Expert: \$100,000 Funding Source: General Fund/TSG	Teaching/Professional Expert: \$85,000 Funding Source: General Fund/TSG	Teaching/Professional Expert: \$85,000 Funding Source: General Fund/TSG
					Aleks ~ Student Assessment Tool: \$4,500 Funding Source: General Fund/Lottery	Aleks ~ Student Assessment Tool: \$4,500 Funding Source: General Fund/Lottery	Aleks ~ Student Assessment Tool: \$4,500 Funding Source: General Fund/Lottery
Increase student proficiency in math as measured by SIBA, ALEKS, MDTP and SBAC	Pupil achievement Students will fearlessly perserver to strategically and resourcefully solve academic and real world problems	Personalize math instruction through the use of technology	School-Wide				
Increase parent involvement during the school day and at school events	Parent involvement Increase parent participation inthe education of our students	Use of parent/community liaisons and school counselor	School-Wide		Parent Aides/Noon Duty Aides: \$30,000 Funding Source: General Fund	Parent Aides/Noon Duty Aides: \$30,000 Funding Source: General Fund	Parent Aides/Noon Duty Aides: \$30,000 Funding Source: General Fund
					Parent Liasion: \$13,000 Funding Source: Pre K to 3 Grant	Parent Liasion: \$13,000 Funding Source: Pre K to 3 Grant	Parent Liasion: \$13,000 Funding Source: Pre K to 3 Grant

Increase parent involvement during the school day and at school events	Parent involvement Increase parent participation in the education of our students	Development of Full Service Community Based programs	LEA-Wide				
Increase parent involvement during the school day and at school events	Parent involvement Increase parent participation in the education of our students	Provide school-wide cultural and educational activities	School-Wide				
Increase parent involvement during the school day and at school events	Parent involvement Increase parent participation in the education of our students	Provide academic-content specific parent education nights	School-Wide				
Increase student attendance rates	Pupil engagement Students will attend school and be meaningfully engaged in learning	Provide positive student attendance rewards and recognition	School-Wide		Community Liasion: \$70,000 Funding Source: General/Title 1	Community Liasion: \$72,000 Funding Source: General/Title 1	Community Liasion: \$74,000 Funding Source: General/Title 1
					School Site Secretary/Assistant: \$35,000 Funding Source: General Fund	School Site Secretary/Assistant: \$35,000 Funding Source: General Fund	School Site Secretary/Assistant: \$35,000 Funding Source: General Fund
Increase	Pupil	Partner with Marin	School-Wide				

student attendance rates	engagement Students will attend school and be meaningfully engaged in learning	Housing Authority to improve attendance rates					
Increase student attendance rates	Pupil engagement Students will attend school and be meaningfully engaged in learning	Effectively and fairly utilize School Attendance Review Teams and Boards to effectively provide support for parents and students	School-Wide				
Increase student attendance rates	Pupil engagement Students will attend school and be meaningfully engaged in learning	Utilize parent/community liaisons and school counselor to effectively identify and work with parents and students of eliminating factors that affect student attendance.	School-Wide		Nutrition/Cafeteria: \$70,000 Funding Source: General Fund	Nutrition/Cafeteria: \$70,000 Funding Source: General Fund	Nutrition/Cafeteria: \$70,000 Funding Source: General Fund
					Custodial Staff/Supplies: \$50,000 Funding Source: General Fund	Custodial Staff/Supplies: \$50,000 Funding Source: General Fund	Custodial Staff/Supplies: \$50,000 Funding Source: General Fund
					Maintenance Staff/Supplies /Repairs: \$50,000 Funding Source: General Fund	Maintenance Staff/Supplies /Repairs: \$50,000 Funding Source: General Fund	Maintenance Staff/Supplies /Repairs: \$50,000 Funding Source: General Fund
Parents and students will feel safe at and	School climate Increase student and	Comprehensive school counseling services will be	School-Wide		Full Time Counselor: \$113,000 Funding Source:	Full Time Counselor: \$113,000 Funding Source:	Full Time Counselor: \$113,000 Funding Source:

connected to the school	parent sence of connectedness and safety at school	provided			Title 1/TSG	Title 1/TSG	Title 1/TSG
Parents and students will feel safe at and connected to the school	School climate Increase student and parent sence of connectedness and safety at school	Students will be recognized for positive actions on a regular basis at school assemblies	School-Wide		Assemblies/Parent /Community Events: \$5,000 Funding Source: General Fund/Title 1/MCF grants	Assemblies/Parent /Community Events: \$5,000 Funding Source: General Fund/Title 1/MCF grants	Assemblies/Parent /Community Events: \$5,000 Funding Source: General Fund/Title 1/MCF grants
Parents and students will feel safe at and connected to the school	School climate Increase student and parent sence of connectedness and safety at school	Develop and implement a school-wide character education and discipline program	School-Wide				
Parents and students will feel safe at and connected to the school	School climate Increase student and parent sence of connectedness and safety at school	Provide opportunities for students to take on and display leadership skills throughout the school	School-Wide		Studen Council Stipends/Supplies: \$3,000 Funding Source: General Fund	Studen Council Stipends/Supplies: \$3,000 Funding Source: General Fund	Studen Council Stipends/Supplies: \$3,000 Funding Source: General Fund
All students will have access to courses taught by appropriately	Course access Students will have access to high calibler instruction and materials	Develop curriculum maps for student success	School-Wide		Certificated Staff: \$350,000 Funding Source: Genral fund Classified Support	Certificated Staff: \$350,000 Funding Source: Genral fund Classified Support	Certificated Staff: \$350,000 Funding Source: Genral fund Classified Support

credentialed - high quality instructors using relevant high quality measures.					Staff/Paraprofessional: \$120,000 Funding Source: General Fund	Staff/Paraprofessional: \$120,000 Funding Source: General Fund	Staff/Paraprofessional: \$120,000 Funding Source: General Fund
All students will have access to courses taught by appropriately credentialed - high quality instructors using relevant high quality measures.	Course access Students will have access to high caliber instruction and materials	Provide high caliber staff development opportunities for staff around elevated site level goals	School-Wide				
All students will have access to courses taught by appropriately credentialed - high quality instructors using relevant high quality measures.	Course access Students will have access to high caliber instruction and materials	Provide each student with a properly credentialed and trained teacher	School-Wide				
All students will have access to courses taught by	Course access Students will have access to high caliber instruction and	Provide high quality instructional materials to students that	School-Wide		Instructional Materials: \$30,000 Funding Source: General/Lottery/Title 1	Instructional Materials: \$30,000 Funding Source: General/Lottery/Title 1	Instructional Materials: \$30,000 Funding Source: General/Lottery/Title 1

appropriately credentialed - high quality instructors using relevent high quality measures.	materials	support acquisition of skills and knowledge around the common core			Librarian: \$23,000 Funding Source: General Fund	Librarian: \$25,000 Funding Source: General Fund	Librarian: \$27,000 Funding Source: General Fund
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B. 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 proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17

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.)

The District already meets 100% of the targeted amount and will not be on a progress plan to meet the required targeted funding amount. The District provides district wide services since over 90% of the student populations is when the supplemental and concentration levels. Sausalito Marin City School District with one class at each grade level, with a very small student to teacher ratio. Providing services in this models allows our students full inclusion with their peer and the benefits and receiving additional support. The school district is providing district wide services.

The District has already allocated an additional:

- \$350,000 from the general fund toward certificated instructional staff (teaching & professional consultants) salary/benefits in order to provided one teacher per grade.
- \$120,000 from the general fund toward classified instructional staff salary/benefits in order to further assist the student population in the classroom.
- \$42,000 from the general fund toward classified bi-lingual staff salary/benefits in order to help serve the ELL student population.
- \$23,000 from the general fund toward a librarian salary/benefits in order to provide additional resources to the student population outside the classroom.
- \$ 100,000 from the general fund toward custodial/facility salary/benefits, custodial/maintenance supplies and facility repairs in order to provided a safe and clean environment for the students, staff and community.
- \$70,000 from the general fund toward the cafeteria/nutrition program in order to provide breakfast, lunch and a snack to all students every day.

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.

The Sausalito Marin City School District is providing district wide services. The District already meets 100% of the targeted amount and will not be on a progress plan to meet the required targeted funding amount for it already exceeds the targeted amount. The District provides district wide services since over 90% of the student populations is within the supplemental and concentration levels. Sausalito Marin City School District has one class at each grade level, with a very small student to teacher ratio. Providing services in this models allows our students full inclusion with their peer and the benefits and receiving additional support. The school district is providing district wide services. The District has already allocated an additional \$700K from the general fund in order to provide services that benefit whole student population.

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.