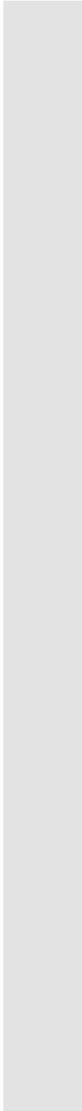


2017-2020
Local Control
Accountability Plan
Public Hearing

Sausalito Marin City School District

May 30, 2017

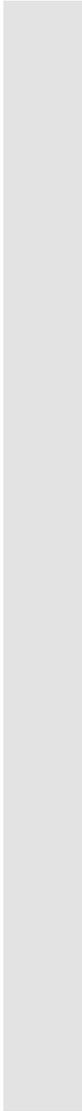


California Schools Dashboard- Spring 2017



LCAP Changes

Based on Stakeholder Engagement March-today



Student Achievement

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness

LCAP Goal One

LCAP Goal 1 Annual Measureable Outcomes

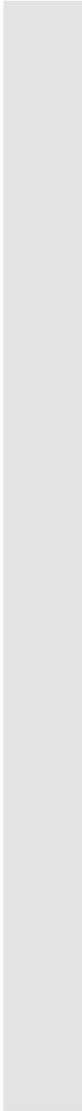
1A. Increase the percentage of students achieving “Above Standard”, as well as incremental increases from “Below Standard” to “Near Standard” in ELA and Math by 7 percentage points annually. Annual CAASPP (California Assessment of Student Performance and Progress) results will be used to measure academic achievement from the Baseline year data.

1B. Increase percentage of students with high growth in English Language Arts and Math by 5%. Monitor student progress via MAP (Measure of Academic Progress) to support annual student growth and targeted RtI. Student progress will be monitored three times during the year (Fall, Winter and Spring).

1C. Increase the percentage of TK and K students who achieve proficiency in Pre- Reading and Pre-Math skills by at least 5 points annually by monitoring student's progress with ESGI (Educational Software for Guided Instruction).

1D. Improve reclassification rates of English Learners English Learners' by one level each year. Progress will be monitored using CELDT (California English Language Development Test)

1E. Ensure that all students have access to standards aligned instructional materials.



Actions and Services

LCAP Goal One

Community School

Enhance and sustain a community school model that increases students' ability to learn despite impact of socio-economic conditions, using the freedom school model, partnerships and services that support stronger families and a healthier community around all students

LCAP Goal Two

LCAP Goal 2 Measurable Outcomes

2A. Strengthen and expand support and opportunities for parents/guardians and students to know how to be prepared and ready for the future:

- Increase the number of supports for parents and guardians by at least double annual

- Increase percentage of parents accessing resources at school site

- Increase Parent Education Classes at school site

- Increase and sustain student and parent High School transition Activities to an annual minimum of 3

2B. Increase student and family connectedness to a safe, supportive, and stable learning environment (State Priority 6):

- Increase the percentage of students, parents and teachers who participate in California Healthy Kids, Parent and Staff Surveys by 5 % annually.

- Increase the percentage of students who report feeling apart of school, welcomed at school

2C. Improved student chronic absenteeism (State Priority 5). The district will decrease the chronic absenteeism rate by 5% each year over the next three years. Chronic Absenteeism is when a student is absent 10% of the school year (18 days).

2D. Improved student tardiness (State Priority 5): Maintain tardy rate at a maximum of 5.5%

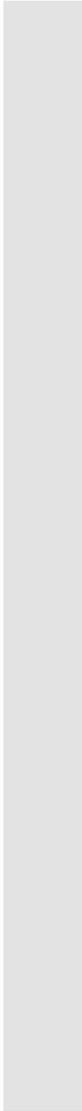
2E. Increase student and family surveys to at least 2 survey annually with at least 80 parents or 50% participating and 75% of students participating.

2F. The California Healthy Kids Survey, or similar measurement tool (State Priority 6) will be administered annually to track following:

- Percentage of parent and students reporting feeling safe at school

- Percentage of students reporting that they feel they belong at school

- The district will increase parents and students feeling safe at school and that they feel they belong to school to 95%.



Actions and Services

LCAP Goal Two

Family and Community Engagement

Generate active engagement between parents/families and the school, and connections with the community, to promote learning and success

LCAP Goal 3

LCAP Goal 3 Annual Measureable Outcomes

3A. Parent/family and community are engaged and connected as partners through increased annual volunteering of at least 25% of parents; at least 3 parents/guardians elected or appointed to the membership on each leadership committee: School Site Council, LCAP English Learner Advisory Committee, and Community Advisory Committee; at least 5 community members on the Community Advisory Committee; and at least quarterly communications from each committee to engage parents and families in school decisions

3B. Increase Parent/ Guardian Engagement in decision making:

Increase parent/guardian attendance at district meetings/activities to at least average attendance of 20; sustain community attendance at district meetings/activities to at least 30

Increase parent/guardian attendance at site meetings/activities to at least 40; sustain community attendance at site meetings/activities to average attendance of 20

3C. Increase the number of parent/guardian educational opportunities at school site. An Educational opportunity will be defined at a workshop, training, activity that increases the knowledge and/or skill of parents to improve parenting, life management, or their ability to support their child/ren in academics, socio-emotional development, and other areas of child development.

3D. Increase achievement and reclassification celebrations (State Priority 3) to a minimum of 4 annually:

Honor Roll Celebration in Winter

EL Reclassification Celebration in Spring

Student Behavior Celebration in Fall and Spring

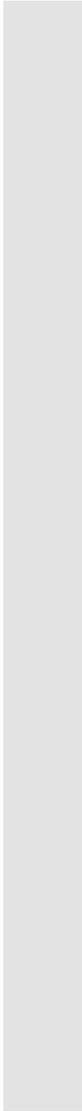
3E. Increase frequency of communications between school/district and home (State Priority 3) to a minimum of:

District Communications- 4 annually

Classroom communications- 30 annually per classroom

Family Engagement Team communications- 18 annually

School Administration communications: 12 annually



Actions and Services

LCAP Goal Three

School Climate

Safe, welcoming and respected school climate that promotes a physically, socially, and nurturing environment

LCAP Goal 4

LCAP Goal 4 Annual Measureable Outcomes

4A. Strengthen and create a positive and safe learning environment (State Priority 6). Increase the percentage of students who feel positive and safe at Bayside Martin Luther King Jr Academy by 5% annually

4B. Improved student attendance (State Priority 5): The district will increase and then maintain the attendance rate at 95%.

4C. Improved student chronic absenteeism (State Priority 5): Chronic Absenteeism is when a student is absent 10% of the school year (18 days). The district will decrease the chronic absenteeism rate by 5% each year over the next three years.

4D. Improved student tardiness (State Priority 5): Maintain tardy rate at a maximum of 5.5%

4E. Middle School Dropout Rates (State Priority 5): The district will maintain middle school dropout rates of less than 1%.

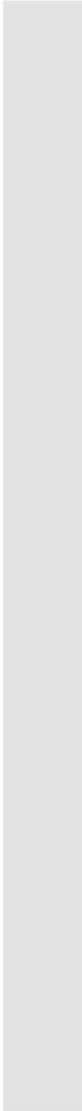
4F. Improve overall school climate; reduce discipline incidents by 150 annually

Discipline Total in 2014-2015: 793

Discipline Total in 2015-2016: 909

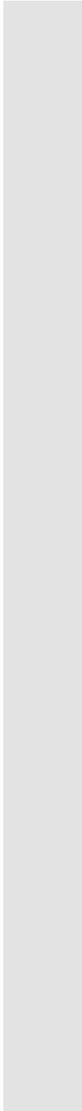
4G. Decreased suspension rates among all students especially students with disabilities and African Americans by at least 20% annually for students with one suspension and 30% percent for students with multiple suspensions.

4H. Expulsion rates (State Priority 6): The district will maintain less than 1% of expulsions each year.

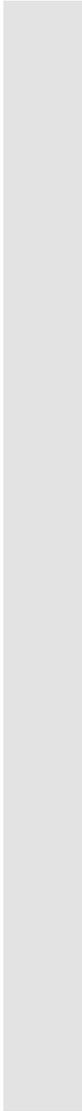


Actions and Services

LCAP Goal Four



Public Comment



Board of Trustee Question and Answer

Next Steps

- Public Comment Response- Online and Distributed via school by Friday, June 2nd
- Parent Advisory Committee Meeting by June 15th
- LCAP Approved at Board of Trustee Meeting June 20th