

Introduction:

LEA: Bolinas-Stinson Union School District **Contact (Name, Title, Email, Phone Number):** John Carroll, Superintendent, jcarroll@bolinas-stinson.org, 415 868 1603 **LCAP Year:** 2015-18

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The process to be used to develop the LCAP for Bolinas-Stinson was reviewed at Board Meetings</p> <p>A questionnaire was created and distributed to all staff and the parent community. The questionnaire was built around 8 priorities grouped into the three main categories.</p>	<p>Has ensured board is clear on the process of developing the LCAP.</p> <p>Provided a vehicle for community and staff to identify needs, which has helped inform the development of the LCAP. Twelve responses were received with six pages of comments. Comments received regarding improvement of conditions of learning, improvement of pupil outcomes and have helped develop our needs.</p>

District Administration reviewed results of questionnaire as a part of the process to determine community and staff needs and interests.

District administration collected available assessment information to determine needs. District developed goals based on current data and input received via questionnaire from community and staff.

Students were given a survey that was used to inform development of LCAP goals.

District hosted two community forums to discuss and get input on district priorities and class configurations.

Meeting with staff, bargaining units to review LCAP and obtain input making changes as needed.

Meeting with School Site Council to obtain input and make changes as needed.

Board holds a public hearing on LCAP
Board approves LCAP

Annual Update:

Placeholder: The Board conducted a retreat during which priorities were re-evaluated. Original goals were re-considered in light of the logical connection between priorities, actions and metrics
The results of the questionnaire indicated that goals should be updated or added to include priorities that are reflected in the 15-16 LCAP.

District administration was able to identify themes and interests from the Bolinas-Stinson school community. There were 8 comments or questions about our ELL program leading the District to add a goal for ELL.

As a result of the survey, the District has determined that a thorough and complete analysis of EL support must be conducted including a review of CELDT and CST results. An annual report to the Board is needed.

Community forums were very well attended and provided information that was included in LCAP goals relating to curriculum & instruction as well as school climate.

Staff provided little input regarding the draft LCAP.

Members of the School Site council reviewed the draft LCAP and provided input and/or suggestions.

Members of the public attending the public hearing supported the draft LCAP document.

Board members approved the 2014-15 Local Control Accountability Plan

Annual Update:

All four goals in the 14-15 LCAP are supported by information gleaned in the survey.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Improve parent participation in school programs especially among families of English Learners and those who participate in the free and reduced lunch program.		Related State and/or Local Priorities: 1 _ 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 8 COE only: 9 10 Local : Specify
Identified Need :	Parent participation at school activities is less than optimal. We believe that if more parents were actively involved on campus in a variety of ways and understood school programs and objectives better that student achievement would increase.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All students	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Improved parental participation in classroom volunteering, site council, Parent Teacher Organization, community forums, etc. as measured by comparing baseline data on parent participation from records that were created in the previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ 0.6 FTE English Language Learner Coordinator/Teacher	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) General Fund	ELL coordinator salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,000 Title I 27,486 Property Taxes 7,536
Update master list of opportunities for parents and track participation rates. Compare parent participation rates against and historical data and re-assess efforts as indicated.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nominal 2000-2999: Classified Personnel Salaries LCFF Funding \$500
Host parent and community forums to discuss significant	LEA-wide	<input checked="" type="checkbox"/> All	6 hours of planning and participation time for principal and

<p>issues and to inform decision making. Record and apply information from those events in order to inform decision making.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>superintendent 5000-5999: Services And Other Operating Expenditures Property Taxes \$15,844</p>
<p>Add Open House and Back to School Nights to teachers' regular work schedules and promote those events.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4 hours per FTE of certificated time. 1000-1999: Certificated Personnel Salaries Property Taxes 30,000</p>
<p>Offer Spanish classes to all staff to improve communication with Spanish speaking families.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Approximately \$300 per employee 2000-2999: Classified Personnel Salaries Property Taxes 18,000</p>
	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Continued benefit with improved parental involvement, improved core subject achievement among English Language Learners		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to employ 0.6 FTE English Language Learner Coordinator	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELL coordinator salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$27,000 Title I 27,486 Property Taxes 10,064

		<u>General Fund</u>	
Update master list of opportunities for parents and track participation rates. Compare parent participation rates against and historical data and re-assess efforts as indicated.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Title I \$500
Host parent and community forums to discuss significant issues and to inform decision making. Record and apply information from those events in order to inform decision making.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF Funding \$15,844
Offer Spanish classes to all staff to improve communication with Spanish speaking families.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Approximately \$300 per employee 2000-2999: Classified Personnel Salaries Property Taxes 300
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Continued benefit with improved parental involvement, improved core subject achievement among English Language Learners		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to employ 0.6 FTE English Language Learner Coordinator		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	0.6 FTE English Language Learner Coordinator 1000-1999: Certificated Personnel Salaries Title I \$27,486 Supplemental and Concentration 27,000

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>General Fund</u>	Property Taxes 11,769
<p>Update master list of opportunities for parents and track participation rates. Compare parent participation rates against and historical data and re-assess efforts as indicated.</p>		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Property Taxes 500
<p>Host parent and community forums to discuss significant issues and to inform decision making. Record and apply information from those events in order to inform decision making.</p>		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Taxes 16,000
<p>Offer Spanish classes to all staff to improve communication with Spanish speaking families.</p>		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Property Taxes 30,000

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

GOAL 2:	Implement reading and mathematics programs that are articulated from grade to grade, consistent with the common core and designed to ensure grade level proficiency based on local and state standards. There will be no teacher missassignments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : It has been difficult to obtain valid and reliable data on student achievement in the absence of a clearly articulated list of essential learning outcomes at each grade level.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: EL Students and identified Free and Reduced lunch student

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Students will demonstrate improved mastery in math and reading as measured by local formative assessments and standardized test results. We expect to see growth on CELDT scores of approximately 36% more EL students scoring at the intermediate level or higher. There will be no teacher misalignments. Baseline data from F&P reading scores and CAASSP results from the previous year will be used to measure growth in reading. Initial baseline data from a standards-based report card will be gathered and used to measure growth in both math and reading the following school year. Existing baseline data on student placement in high school math classes will be compared to future placement results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a standards-based report card that will define essential outcomes and provide information about individual student progress toward those outcomes. A standards based report card was developed in 2015-2016 with the assistance of a consultant. Staff collaborated on determining essential standards in accord with the common core. TEST TO SEE IF DCS IS UPDATING DATA ENTRY.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Property Taxes 18,127
			3000-3999: Employee Benefits Property Taxes 25,075 5000-5999: Services And Other Operating Expenditures Property Taxes 2,500 1000-1999: Certificated Personnel Salaries Property Taxes 870,396 2000-2999: Classified Personnel Salaries Parcel Tax 105,591 3000-3999: Employee Benefits Parcel Tax 11,259 Purchased leveled libraries and assessment materials for each teacher 4000-4999: Books And Supplies Property Taxes 5,700 Provided time for reading assessment and analysis. 1000-1999: Certificated Personnel Salaries Property Taxes 5,760
Staff will update assessments as necessary to ensure that they accurately measure student attainment of	LEA-wide	<input checked="" type="checkbox"/> All OR:	PD time for teachers- approximately 10 hours 5000-5999: Services And Other Operating Expenditures Property Taxes

<p>essential outcomes.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>15,000</p>
<p>Staff will use assessment data to determine instructional needs of each student.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0000: Unrestricted General Fund</p>
<p>Provide on-going staff development opportunities for instructional staff in standards-based grading, response to intervention and reading and math instruction</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide staff development days for collaboration on development of standards based grading and RTI 5800: Professional/Consulting Services And Operating Expenditures Property Taxes 8,000 Provided release time (3 days) for 2 middle school teachers to develop math goals and benchmarks 5800: Professional/Consulting Services And Operating Expenditures None Specified 1000-1999: Certificated Personnel Salaries General Fund</p>
	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Students will demonstrate improved mastery of content in math and reading as measured by local formative reading assessments, local formative math assessments, standards based report cards and test results. There will be no teacher misalignments. CELDT scores will improve at similar rates anticipated in the previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use and adjust reading assessments; use assessment information to inform instruction for individual students.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost- teacher time during the work day 5000-5999: Services And Other Operating Expenditures Property Taxes 18,127 3000-3999: Employee Benefits Property Taxes 25,075 5000-5999: Services And Other Operating Expenditures Federal Funds 1,000 1000-1999: Certificated Personnel Salaries Property Taxes 870,396 2000-2999: Classified Personnel Salaries Parcel Tax 105,591

			3000-3999: Employee Benefits Parcel Tax 11,259
Staff will update assessments as necessary to ensure that they accurately measure student attainment of essential outcomes. Staff will also use assessment data to support students at all levels.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time for PD and during meetings 5000-5999: Services And Other Operating Expenditures Property Taxes \$69,526
Provide on-going staff development opportunities for instructional staff in standards-based grading, response to intervention and reading and math.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time for collaboration 1000-1999: Certificated Personnel Salaries Property Taxes \$69,526
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Students will demonstrate improved mastery of content in math and reading as measured by local formative reading assessments, local formative math assessments, standards based report cards and test results. There will be no teacher misalignments. CELDT scores will improve at similar rates anticipated in the previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use and adjust reading assessments; use assessment information to inform instruction for individual students.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost- teacher time during the work day 5000-5999: Services And Other Operating Expenditures Property Taxes 5,000
Staff will update assessments as necessary to ensure that they accurately measure student attainment of essential outcomes. Staff will also use assessment data		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Staff time for PD and during meetings 1000-1999: Certificated Personnel Salaries Parcel Tax 20,000

<p>to support students at all levels.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide on-going staff development opportunities for instructional staff in standards-based grading, response to intervention and reading and math</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff time for collaboration 3000-3999: Employee Benefits Parcel Tax 11,000</p>

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

GOAL 3:	Continue to support student engagement and creativity and problem solving skills by providing robust, diverse and in-depth instruction and integration in the arts and other subjects.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 10 Local : Specify
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Identified Need : The district mission calls for increasing student engagement especially in creative problem solving critical thinking.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Students will demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas as measured by data from a standards based report card. The already favorable attendance and chronic absenteeism rates will be maintained and the drop out rate will remain at zero.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Construct class configurations so to provide access to greater opportunities for collaboration among students and teachers as enrollment declines.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of teacher on special assignment 1000-1999: Certificated Personnel Salaries Property Taxes 54,619 2000-2999: Classified Personnel Salaries Property Taxes 39,794
Continue to provide visual and performing arts instruction to all students every week and employ a certificated employee to lead collaboration and integration efforts.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Art shop instructor salaries & Nuria's salary 2000-2999: Classified Personnel Salaries Property Taxes 91,032 2000-2999: Classified Personnel Salaries General Fund 6,323
Provide professional development in Project Based Learning for teachers.		<input checked="" type="checkbox"/> All OR:	Cost of of three teachers attending PBL workshop over summer- including per diem. Probably more training

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	throughout the year. Property Taxes 4500
Maintain current favorable attendance rate, chronic absenteeism rate of 0% and Middle School Drop out rate of 0%		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of clerical time needed to keep accurate attendance records.

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase in number of project and problem based learning experiences for all students. Students will demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas as measured by data from a standards based report card. The already favorable attendance and chronic absenteeism rates will be maintained and the drop out rate will remain at zero.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review and adjust class configurations so to provide access to greater opportunities for collaboration among students and teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of TOSA (Teacher on Special Assignment) 1000-1999: Certificated Personnel Salaries Property Taxes 54,619 2000-2999: Classified Personnel Salaries Property Taxes 39,794
Continue to provide visual and performing arts instruction to all students every week and employ a certificated employee to lead collaboration and integration efforts.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	1000-1999: Certificated Personnel Salaries Property Taxes 91,032 2000-2999: Classified Personnel Salaries Special Education 66,323

		English proficient _ Other Subgroups: (Specify)	
Provide professional development in project based learning for teachers.	LEA- wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Taxes 4500
Maintain current favorable attendance rate, chronic absenteeism rate of 0% and Middle School Drop out rate of 0%		<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of clerical time needed to keep accurate attendance records.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students will demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas as measured by data from a standards based report card. Students will demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas as measured by data from a standards based report card. The already favorable attendance and chronic absenteeism rates will be maintained and the drop out rate will remain at zero.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review and adjust class configurations so to provide access to greater opportunities for collaboration among students and teachers.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Property Taxes 54,619

<p>Continue to provide visual and performing arts instruction to all students every week and employ a certificated employee to lead collaboration and integration efforts.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Property Taxes 91,032</p>
<p>Provide professional development in project based learning for teachers.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Property Taxes 4,500</p>
<p>Maintain current favorable attendance rate, chronic absenteeism rate of 0% and Middle School Drop out rate of 0%</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost of clerical time needed to keep accurate attendance records. 2000-2999: Classified Personnel Salaries Property Taxes 3500</p>

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

GOAL 4:	Continue to develop an environmentally sustainable school culture in which student can see the connection between their own health, the health of the community and the planet.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 6 <input checked="" type="checkbox"/> 7 8 _ COE only: 9 10 Local : Specify
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Identified Need :	The district mission calls for creating and improving a culture of respect and emphasis on the whole child and for providing cooperative problem solving experiences.
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Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Students will have more frequent experience in accessing curriculum in an outdoor setting and thus making use of the natural world in building understanding in all subject areas. Pupil suspension rates will be compared to past years. Expulsion rates (historically zero) will be compared to past years. A student school climate survey will be administered for the second year and resultant data will be compared to data from the previous year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Plan social emotional education experiences for students and staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Taxes \$7,800
Collaborate with staff to facilitate use of garden and outside areas to support student learning in all curricular areas.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Property Taxes \$2,500

		(Specify)	
In conjunction with Green Team, implement Wellness Committee objectives for the year.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund 13 5800: Professional/Consulting Services And Operating Expenditures Property Taxes \$500
Evaluate data related to recycling/ composting and amend the program as needed.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	General Fund 5000-5999: Services And Other Operating Expenditures Property Taxes \$2500
Provide funding for outdoor/ garden oversight and integration into all subjects		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Property Taxes 4,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Students will have more frequent experience in accessing curriculum in an outdoor setting and thus making use of the natural world in building understanding in all subject areas. Survey data and teacher observation can be used to measure progress toward this goal.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement or pilot a social emotional learning program.	LEA-wide	<input checked="" type="checkbox"/> All OR:	5000-5999: Services And Other Operating Expenditures Property Taxes \$7,800

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Collaborate with staff to facilitate use of garden and outside areas to support student learning in all curricular areas.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Property Taxes \$2,500
In conjunction with Green Team, implement Wellness Committee objectives that will be developed for the year.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund 13 5000-5999: Services And Other Operating Expenditures General Fund \$500
Evaluate data related to recycling/ composting and amend the program as needed.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	General fund 5000-5999: Services And Other Operating Expenditures Property Taxes \$2500
Provide funding for outdoor/ garden oversight and integration into all subjects		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1000-1999: Certificated Personnel Salaries Property Taxes 4,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Students will have more frequent experience in accessing curriculum in an outdoor setting and thus making use of the natural world in building understanding in all subject areas. Survey data and teacher observation can be used to measure progress toward this goal		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue or modify a social emotional learning program.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Program costs 1000-1999: Certificated Personnel Salaries Property Taxes 5,000
Provide funding for outdoor/ garden oversight and integration into all subjects		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	General fund 1000-1999: Certificated Personnel Salaries Property Taxes 4,000

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

GOAL 5:		Related State and/or Local Priorities: 1 2 3 4 _ 5 6 7 _ 8 COE only: 9 10 Local : Specify
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Identified Need :	Maintain art and enrichment programs for all students that are incorporated into core subjects. Metric: Improvement in attendance rates and established performance metrics. Improves access to a broad course of study
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Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual
Measurable
Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:		Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
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Identified Need :

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Improve parent participation in school programs especially among families of English Learners and those who participate in the free and reduced lunch program.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	The school will establish a baseline level of parent participation in terms of participation in school wide and classroom activities. Throughout the year we will measure increases in participation. Students will benefit because improved parent outreach will support strengthened teacher-family relationships and will allow staff to understand circumstances effecting children's experiences and achievement in school and will be better able to attend to individual student needs.	Actual Annual Measurable Outcomes:	Staff created a list of parent participation opportunities and gathered baseline information to be used to compare to data in the future. One challenge that this presents is declining enrollment over the last several years. Future data on parent participation will have to be adjusted to account for lower numbers of students and families. Two newly-created community forums to discuss the overall direction of the school and class configurations were held and were very well attended. Input from those forums was used to develop mixed grade classes and community priorities for learning.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff will draft master list of participation opportunities.	2000-2999: Classified Personnel Salaries General Fund \$323	Developed a list of parent participation activities.	Created list using current staff, nominal time 2000-2999: Classified Personnel Salaries Property Taxes \$415.00
Scope of Service	LEA-wide Continued benefit with improved parental involvement	Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 			
<p>Staff will create a record of parent participation and measure changes in the level of participation throughout the year.</p>	<p>2000-2999: Classified Personnel Salaries General Fund \$500</p>	<p>In 2015-2016, we began recording the level of parent participation in the categories listed under this goal. As options for participation increased in 2015-2016, we will need to systematize our monitoring efforts at a higher level.</p>	<p>2000-2999: Classified Personnel Salaries Property Taxes \$500.00</p>
<p>Scope of Service: LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Amend the website so that parents can readily see links to participation opportunities.</p>	<p>5000-5999: Services And Other Operating Expenditures General Fund \$15,844</p>	<p>A list for parent participation opportunities was posted on the website an distributed to parents through various media.</p>	<p>5000-5999: Services And Other Operating Expenditures Property Taxes \$16,000.00</p>
<p>Scope of Service: LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: LEA- wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>			

past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	Implement reading and mathematics programs that are articulated from grade to grade, consistent with the common core and designed to ensure grade level proficiency based on local and state standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: EL Students and identified Free and Reduced lunch student		
Expected Annual Measurable Outcomes:	Students will demonstrate improved mastery of content in math and reading as measured by local formative reading assessments, local formative math assessments and test results. There will be no teacher misassignments .	Actual Annual Measurable Outcomes: Gathered baseline information about student achievement in reading. Provided an assessment structure that provides continuous information about student achievement in reading. There were no teacher misassignments.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide on-going staff development opportunities for instructional staff. Use assessment data to inform instruction in reading.	1000-1999: Certificated Personnel Salaries General Fund 18,127	We registered four teachers for an on-going 3-year cohort for professional development in math instruction through the Marin County Office of Education. Faculty used F&P scores to monitor student reading levels in grades K-5 and used that data to adjust reading content for individual students.	Teachers salaries and sub costs of PD days. 1000-1999: Certificated Personnel Salaries Property Taxes 19,105
	3000-3999: Employee Benefits General Fund 25,075		3000-3999: Employee Benefits Parcel Tax \$21,485
	5000-5999: Services And Other Operating Expenditures General Fund 4,500		5000-5999: Services And Other Operating Expenditures Property Taxes \$6,145
	General Fund 870,396		Property Taxes \$870,396
	2000-2999: Classified Personnel Salaries General Fund 105,591		2000-2999: Classified Personnel Salaries Parcel Tax \$105,591
	2000-2999: Classified Personnel Salaries General Fund 11,259		2000-2999: Classified Personnel Salaries Parcel Tax \$11,259
	Title I 4,000		Title I \$4,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Staff will collaborate in determining math benchmarks at approximately each grade level and will implement a system of formative assessment to identify student achievement of those benchmarks</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$69,526</p>	<p>Staff participated in approximately 17 hours of professional development and meetings to collaborate and determine articulated essential standards in math and language arts.</p> <p>Will hire a consultant to merge our SIS with the newly-developed Standards-based report card..</p>	<p>Staff meetings and PD days 1000-1999: Certificated Personnel Salaries Property Taxes 69,526</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Administration will collaborate with teachers to determine math benchmarks at approximately each grade level.</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$69,526</p>	<p>Developed articulated standards in math in grades K-5.</p> <p>Nearling articulation of math standards in grades 6-8.</p>	<p>1000-1999: Certificated Personnel Salaries Property Taxes 69,526</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA wide</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Will complete articulation work in core subjects and will implement a new standards-based report card in a all subjects in 2016-2017.		

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

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

Original GOAL 3 from prior year LCAP:	Increase student engagement and creativity by providing robust, diverse and in-depth arts instruction.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify									
Goal Applies to:	Schools: All Applicable Pupil Subgroups:										
Expected Annual Measurable Outcomes:	Students will demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas.	Actual Annual Measurable Outcomes:	Staff observation of student work (project based) showed that students were able to apply their understanding of arts concepts to real life experiences. There are many examples: Student created documentary films that were shown publicly and on-line, student developed fund raising program to protect sea turtles, art show with 100% student participation, field trips that required students to apply creative skills in the real world.								
LCAP Year: 2015-16											
Planned Actions/Services		Actual Actions/Services									
Implement a schedule that provides for longer period of arts instruction for students in grades 6, 7 and 8	<table border="1"> <tr> <td data-bbox="575 880 1031 920">Budgeted Expenditures</td> </tr> <tr> <td data-bbox="575 920 1031 984">1000-1999: Certificated Personnel Salaries General Fund 54,619</td> </tr> <tr> <td data-bbox="575 984 1031 1053">2000-2999: Classified Personnel Salaries General Fund 39,794</td> </tr> </table>	Budgeted Expenditures	1000-1999: Certificated Personnel Salaries General Fund 54,619	2000-2999: Classified Personnel Salaries General Fund 39,794	Implemented a schedule that lengthened middle school art classes without reducing the total number of minutes of arts instruction.	<table border="1"> <tr> <td data-bbox="1520 880 1999 920">Estimated Actual Annual Expenditures</td> </tr> <tr> <td data-bbox="1520 920 1999 984">1000-1999: Certificated Personnel Salaries Property Taxes \$57,428</td> </tr> <tr> <td data-bbox="1520 984 1999 1053">2000-2999: Classified Personnel Salaries Property Taxes \$39,794</td> </tr> </table>	Estimated Actual Annual Expenditures	1000-1999: Certificated Personnel Salaries Property Taxes \$57,428	2000-2999: Classified Personnel Salaries Property Taxes \$39,794		
Budgeted Expenditures											
1000-1999: Certificated Personnel Salaries General Fund 54,619											
2000-2999: Classified Personnel Salaries General Fund 39,794											
Estimated Actual Annual Expenditures											
1000-1999: Certificated Personnel Salaries Property Taxes \$57,428											
2000-2999: Classified Personnel Salaries Property Taxes \$39,794											
<table border="1"> <tr> <td data-bbox="100 1058 241 1130">Scope of Service</td> <td data-bbox="247 1058 569 1130">Middle School</td> </tr> <tr> <td colspan="2" data-bbox="100 1159 569 1443"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Middle School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1037 1058 1178 1130">Scope of Service</td> <td data-bbox="1184 1058 1514 1130">Middle School</td> </tr> <tr> <td colspan="2" data-bbox="1037 1159 1514 1443"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Middle School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Middle School										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	Middle School										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Continue the art shops program so	1000-1999: Certificated Personnel	Continued Art Shops Program with	1000-1999: Certificated Personnel								

that students have access to a diverse arts curriculum.	Salaries General Fund 91,032 2000-2999: Classified Personnel Salaries General Fund 66,323	current staffing levels.	Salaries Property Taxes \$94,232 2000-2999: Classified Personnel Salaries Property Taxes \$68,114								
<table border="1"> <tr> <td data-bbox="111 256 237 321">Scope of Service</td> <td data-bbox="247 256 552 321">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="111 354 552 621"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1045 256 1171 321">Scope of Service</td> <td data-bbox="1182 256 1497 321">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1045 354 1497 621"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will provide professional development so that teachers will improve their ability to integrate the arts and core subjects.										

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

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

Original GOAL 4 from prior year LCAP:	Continue to develop an environmentally sustainable school culture in which student can see the connection between their own health, the health of the community and the planet.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Students will have more frequent experience in accessing curriculum in an outdoor setting and thus making use of the natural world in building understanding in all subject areas. Survey data and teacher observation can be used to measure progress toward this goal	Actual Annual Measurable Outcomes: Teacher observation and student data including physical evidence of outdoor learning was excellent and appears to be more frequent than in past years.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish baseline data by reviewing California Healthy Kids Survey and staff observations.	5000-5999: Services And Other Operating Expenditures General Fund 7,800	The CHKS data could not be used to establish baseline data because of our small enrollment and limited scope of the CHKS survey. Contracted with the National Center for School Climate to conduct custom survey in May of 2016	5000-5999: Services And Other Operating Expenditures Property Taxes \$7,800
Scope of Service	LEA-wide	Scope of Service	LEA wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Hire a garden coordinator for the end of 2014-2015 school year.	1000-1999: Certificated Personnel	Hired a certificated employee for extra hours as garden coordinator.	Stipend for garden coordinator 1000-

	Salaries General Fund \$2,500		1999: Certificated Personnel Salaries Property Taxes \$2,500
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
In conjunction with Green Team, implement Wellness Committee objectives for the year.	Fund 13 0000: Unrestricted Federal Funds \$500	The Wellness Committee had not been established at the beginning of the year and thus had no objectives. The committee was formed and two meetings to set objectives were scheduled during 2015-2016.	Approximately 4 hours of superintendent time 0000: Unrestricted Federal Funds 500
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to develop waste management education efforts on campus. Gather data on efficacy of recycling/ composting program		Waste management efforts continued on campus and Green Team & Garden coordinator report that recycling/ composting program is effective but will require on-going education for all school community users.	
Scope of Service LEA-wide <hr/>		Scope of Service LEA-wide <hr/>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Implement wellness committee objectives		

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$49,757
Bolinás-Stinson Union School District’s 2016-17 additional supplemental gap fund is \$49,757. These resources will be utilized to support the salary of a certificated EL teacher who will provide service to EL students, coordinate the District’s ELAC and act as a liaison for parents of EL students. Additionally, instructional assistants in classrooms will target assistance to EL students. The District will also continue to fund an afterschool Homework Club that specifically serves EL and low-income students.	

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

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

7.35	%
For Bolinas Stinson Union School District the Minimum Proportionality Percentage (MPP) is 7.35% or \$48,593. These funds will be utilized to support a .60 FTE English Learner Support Teacher, a .22 EL Aid and an afterschool Homework Club teacher., as compared to the 11.15 core teachers for utilizing the supplemental funds.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Funding Sources	1,457,235.00	1,464,316.00	1,407,342.00	1,525,262.00	311,406.00	3,244,010.00
	0.00	0.00	0.00	0.00	0.00	0.00
Federal Funds	500.00	500.00	0.00	1,000.00	0.00	1,000.00
General Fund	1,452,735.00	0.00	6,323.00	500.00	0.00	6,823.00
LCFF Funding	0.00	0.00	500.00	15,844.00	0.00	16,344.00
Parcel Tax	0.00	138,335.00	116,850.00	116,850.00	31,000.00	264,700.00
Property Taxes	0.00	1,321,481.00	1,229,183.00	1,269,759.00	225,920.00	2,724,862.00
Special Education	0.00	0.00	0.00	66,323.00	0.00	66,323.00
Supplemental and Concentration	0.00	0.00	27,000.00	27,000.00	27,000.00	81,000.00
Title I	4,000.00	4,000.00	27,486.00	27,986.00	27,486.00	82,958.00
						82,958.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	1,457,235.00	1,464,316.00	1,407,342.00	1,525,262.00	311,406.00	3,244,010.00
	874,396.00	874,396.00	39,522.00	37,550.00	38,769.00	115,841.00
0000: Unrestricted	500.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	305,330.00	312,317.00	967,275.00	1,119,073.00	232,137.00	2,318,485.00
2000-2999: Classified Personnel Salaries	223,790.00	225,673.00	288,240.00	212,508.00	4,000.00	504,748.00
3000-3999: Employee Benefits	25,075.00	21,485.00	36,334.00	36,334.00	11,000.00	83,668.00
4000-4999: Books And Supplies	0.00	0.00	5,700.00	0.00	0.00	5,700.00
5000-5999: Services And Other Operating Expenditures	28,144.00	29,945.00	43,644.00	119,797.00	25,500.00	188,941.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	26,627.00	0.00	0.00	26,627.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	1,457,235.00	1,464,316.00	1,407,342.00	1,525,262.00	311,406.00	3,244,010.00
		0	0	0	0	0	0
		0.00	0.00	0.00	0.00	0.00	0.00
	General Fund	870,396.00	0.00	0.00	0.00	0.00	0.00
	Property Taxes	0.00	870,396.00	12,036.00	10,064.00	11,769.00	33,869.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
	Supplemental and Concentration	0.00	0.00	0.00	0.00	27,000.00	27,000.00
	Title I	4,000.00	4,000.00	27,486.00	27,486.00	0.00	54,972.00
0000: Unrestricted	Federal Funds	500.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund	305,330.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Parcel Tax	0.00	0.00	0.00	0.00	20,000.00	20,000.00
1000-1999: Certificated Personnel Salaries	Property Taxes	0.00	312,317.00	967,275.00	1,092,073.00	184,651.00	2,243,999.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	27,000.00	0.00	27,000.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	27,486.00	27,486.00
2000-2999: Classified Personnel Salaries	General Fund	223,790.00	0.00	6,323.00	0.00	0.00	6,323.00
2000-2999: Classified Personnel Salaries	LCFF Funding	0.00	0.00	500.00	0.00	0.00	500.00
2000-2999: Classified Personnel Salaries	Parcel Tax	0.00	116,850.00	105,591.00	105,591.00	0.00	211,182.00
2000-2999: Classified Personnel Salaries	Property Taxes	0.00	108,823.00	148,826.00	40,094.00	4,000.00	192,920.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	0.00	66,323.00	0.00	66,323.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	27,000.00	0.00	0.00	27,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	500.00	0.00	500.00
3000-3999: Employee Benefits	General Fund	25,075.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Parcel Tax	0.00	21,485.00	11,259.00	11,259.00	11,000.00	33,518.00
3000-3999: Employee Benefits	Property Taxes	0.00	0.00	25,075.00	25,075.00	0.00	50,150.00
4000-4999: Books And Supplies	Property Taxes	0.00	0.00	5,700.00	0.00	0.00	5,700.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	0.00	0.00	1,000.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	28,144.00	0.00	0.00	500.00	0.00	500.00
5000-5999: Services And Other Operating Expenditures	LCFF Funding	0.00	0.00	0.00	15,844.00	0.00	15,844.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Property Taxes	0.00	29,945.00	43,644.00	102,453.00	25,500.00	171,597.00
5800: Professional/Consulting Services And Operating Expenditures	Property Taxes	0.00	0.00	26,627.00	0.00	0.00	26,627.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).