

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**Version 1.0**

Introduction: The Shoreline Unified School District is a K – 12 district that serves approximately 507 students at 5 different school sites: Bodega Bay School (K – 5), Inverness School (K -1), Tomales Elementary School (K – 8), Tomales High School (9 – 12) and West Marin School (2 – 8). The school district is geographically very large covering over 230 square miles with approximately 80% of the students we serve riding the bus to school each day.

LEA: Shoreline Unified School District
LCAP Year:2016-2017

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. 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 Shoreline District tried a slightly different approach to the process of community involvement. The district held community meeting at each school site at the regular scheduled Site counsels meeting. Community members, staff including bargaining unit members, parents and students were invited and attended. Also to engage the Latino community, each site reviewed the LCAP at their ELAC meeting. The principals are each site led these discussions.</p> <p>District wide two community meetings were held, one in the southern part of the district at West Marin School in Point Reyes the other in the Northern part of the district and Tomales High School. The LCAP was reviewed at the districts DLAC meeting. A community discussion was also held at the June 19th board meeting prior to the LCAP public hearing to allow for additional discussion.</p>	<p>A common theme in the LCAP discussions was the need to allow student to participate in after school programs, both sports and academic programs such as homework clubs. Since a majority of the Shoreline students use the bus they often miss out on these after school opportunities. In 2015-16 the district increase the practice of later bus runs to allow students to participate in afterschool activities. Additionally in the 2016-17 budget funds will be allocated to each site for local discretion on providing bussing for students and families for afterschool activities.</p> <p>A couple changes implemented in the 2016-17 LCAP was the inclusion of all services and related budgets provided by the Shoreline district and numbering each of the services so they could be referred to in text.</p>
<p>Annual Update:</p> <p>The community discussion for the Annual Update was combined with the discussions on the 2016-17 LCAP. Each of the discussions listed above included both a review of the annual update and discussion on 2016-17 LCAP.</p>	<p>Annual Update:</p> <p>The 2015-16 LCAP provided a first comprehensive look at the new metrics, CAASPP, Science, Healthily Kids survey. This allowed some discussion but without trend information no material decision on right or wrong direction of the district was possible. The current goals and services were continued.</p>

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).

Actions/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:	Goal 1: All students will meet high academic standards and be college and career ready.	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Rigorous and relevant curriculum to prepare students for college/career readiness	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students
LCAP Year 1: 2016-17		

Expected
Annual
Measurable
Outcomes:

Students will demonstrate improved achievement in Standardized Test scores and interest in learning.

Measured By:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – By Site and EL subgroup improve Lower Risk classification by 5%. Standardize Metrics across district.
- State standard Science assessment 5,8,10 grades - Improve Score by 5%
- State standard Physical Education assessment (PFT) 5, 7, 9 grades - Improve Score by 5%
- Smarter Balance assessments – Establish baseline in 2015-16
- Reduce chronic absenteeism by 5%
- Establish and Maintain attendance rate of 95% or better
- High School
 - EAP, ACT and SAT – Establish EAP baseline, Improve ACT and SAT score by 5%

Increased interest in completing graduation requirements.

Measured by:

- A – G completion at graduation measure – Improve score by 5%
- Early Assessment Program (EAPs) measure – Establish baseline for 2015-16
- # of AP Tests taken with passing score – Improve by 5%
- Maintain of Graduation Rate above 90%
- Maintain dropout rates of less than 1%

Students will begin to develop College and Career readiness skills.

Measured by:

- % of students completing 4 year plan w/counselor
- Number of teachers completing Common Core Training
- Adoption of Common Core Math curriculum
- % of students completing CAPs & COPs testing in sophomore year
- # Number of students enrolled in pathways program

For Low Income, English Language Learners and Foster Youth provide a clear path to College and Career ready.

Measured by:

- For all:
 - Students will demonstrate improved achievement in Standardized Test scores and interest in learning.
- For EL students
 - (CELDT) Comprehensive English Language Development Test, EL reclassification – Improve score by 5%
 - English language proficiency test – Improve score by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G1S1 Provide Common Core curriculum to all students	K-12	<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)_____	\$4,979,007 Function: 1010, 2420 Resource: 0000, 1100, 1400, 6300
G1S2 Maintain small class sizes so students of greatest need receive appropriate attention	K-12	<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)_____	\$529,378 Supplemental & Concentration Grant \$445,622 Function: 1010, 2420 Resource: 0000, 1100, 1400
G1S3 Provide Home to School Transportation Program	K-12	<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)_____	\$747,119 Function 3600, Resource 0000, Goal 1110, 1430
G1S4 Provide Counseling Services	K-12	<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)_____	\$365,519 Function 3110, Recourse 0000, 9040
G1S5 Provide School site administrative services	K-12	<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)_____	\$1,090,226 Function 2700, Resource 0000
G1S6 Provide district administrative and governance services to Shoreline	K-12	<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)_____	\$935,659 Functions 7100, 7110, 7150, 7190, 7200, 7300, 7700, Resource 0000

G1S7 Provide Pupil Assessment and testing services	K-12	<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)_____	\$134,634 Function 3120,3160, Resources 0000, 3310, 3327, 4203, 6500, 6513
G1S8 Provide Nursing Services	K -12	<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)_____	\$44,787 Function 3140, Resource 000, 3310
G1S9 Provide required services for our Special Education students	K-12	<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)_____	\$1,288,297 Function 1100, 1110, 3600 Goal 5550, Resource 3310, 6500
G1S10 Develop a culture of continuous academic achievement in all grades (Pre K – 5 Program), provide college orientation to elementary grades through College banners in elementary schools, college field trips and Career Day at WMS.	K-8	<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)_____	Part of G1S1 funding
G1S11 Continue PreK – 3 Program based on the First School concepts. Emphasizing family participation, working with teachers on time spent on most successful learning strategies.	K-3	<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)_____	\$219,910 Recourse 9642, Grant from MCF
G1S13 Provide Intervention Services including; Footsteps to Brilliance (Literacy TES Program), Multi-tiered intervention program (K-12), Homework support in all schools, APEX – Online high school afterschool remediation for students with D/Fs, Lexia reading app (PreK-6 @ WMS)	K-12	<input 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)_____	Part of G1S1 funding
G1S14 Provide tutoring and other remedial	9-12	<input checked="" type="checkbox"/> ALL	\$23,731

support		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)_____	Function 1030, Resource 0000
G1S15 Provide Summer Programs for Student intervention and enrichment	K-12	<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)_____	\$13,962 Function 1020, Resource 0000
G1S16 Develop Career pathways for students; participate in Marin and Sonoma CTE grant processes.	9-12	<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)_____	\$42,911 Function: 1010, Recourse 3550, 6382, 7010
G1S17 Provide Staff Development for the continued integration of Common Core Standards and for the effective instructional strategies for delivering common core standards.	K-12	<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)_____	\$62,715 Function: 1010, Recourse: 0000, 4035, 6264
G1S18 Adoption of Math curriculum for 6 – 12.	6-12	<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)_____	\$30,000 Part of G1S17 Staff Development, Part of G1S1 Staff Time, Function 1010, Resource 0000, Object 4100
G1S19 Discuss district wide assessment standards	K-12	<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)_____	Part of G1S1 funding
G1S20 Create more accessibility for students into	9 -12	<input checked="" type="checkbox"/> ALL	Part of G1S1

A-G required courses and AP classes		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)_____	funding
G1S21 K-8 Common core report card.	K- 8	<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)_____	Part of G1S1 funding
G1S22 Provide students with free transportation to school related activities	K-12	<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)_____	Part of G1S3 funding
G1S23 ELD coordinator provided	K- 8	<input 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)_____	\$65,153 Function 1010 Resource 4203
G1S24 Provide Intervention ELD time in all elementary classes	K- 8	<input 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)_____	Part of G1S1 funding
G1S25 Provide Healthily Start after school program at Bodega Bay School	K – 5	<input type="checkbox"/> ALL OR: <input checked="" 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)_____	\$27,000 Resource 6010, plus part of Function 5000
G1S26 Implement Preschool program at Bodega Bay School	Pre School	<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)_____	\$34,372 California State PreSchool Expansion Funds

<p>G1S27 Continue CalSTAT professional develop program providing training on RTI Response to Instruction and Intervention.</p>	<p>K – 8</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$12,000 Function 1010,</p>
<p>G1S28 Participate in California Mathematics and Science Partnership. Provides Professional Development for teaching staff on project based approaches Math and Science instruction.</p>	<p>K – 12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$17,850 State CaMSP grant</p>

LCAP Year 2: 2017-18

Students will demonstrate improved achievement in Standardized Test scores and interest in learning.

Measured By:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – By Site and EL subgroup improve Lower Risk classification by 5%.
- State standard Science assessment 5,8,10 grades - Improve Score by 5%
- State standard Physical Education assessment (PFT) 5, 7, 9 grades - Improve Score by 5%
- Smarter Balance assessments – Establish baseline in 2015-16
- Maintain of Graduation Rate above 90%
- Maintain dropout rates of less than 1%
- High School
 - EAP, ACT and SAT – Establish EAP baseline, Improve ACT and SAT score by 5%

Increased interest in completing graduation requirements.

Measured by:

- A – G completion at graduation measure – Improve score by 5%
- Early Assessment Program (EAPs) measure – Improve score by 5%
- # of AP Tests taken with passing score – Improve by 5%
- Maintain of Graduation Rate above 90%

Students will begin to develop College and Career readiness skills.

Measured by:

- % of students completing 4 year plan w/counselor
- Number of teachers completing Common Core Training
- Adoption of Common Core Math curriculum
- % of students completing CAPs & COPs testing in sophomore year
- # Number of students enrolled in pathways program

For Low Income, English Language Learners and Foster Youth provide a clear path to College and Career ready.

Measured by:

- For all:
 - Students will demonstrate improved achievement in Standardized Test scores and interest in learning.
- For EL students
 - (CELDT) Comprehensive English Language Development Test, EL reclassification – Improve score by 5%
 - English language proficiency test – Improve score by 5%

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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G1S1 Provide Common Core curriculum to all students	K-12	<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)_____	\$4,979,007 Function: 1010, 2420 Resource: 0000, 1100, 1400, 6300
G1S2 Maintain small class sizes so students of greatest need receive appropriate attention	K-12	<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)_____	\$529,378 Supplemental & Concentration Grant \$445,622 Function: 1010, 2420 Resource: 0000, 1100, 1400
G1S3 Provide Home to School Transportation Program	K-12	<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)_____	\$747,119 Function 3600, Resource 0000, Goal 1110, 1430
G1S4 Provide Counseling Services	K-12	<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)_____	\$365,519 Function 3110, Recourse 0000, 9040
G1S5 Provide School site administrative services	K-12	<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)_____	\$1,090,226 Function 2700, Resource 0000
G1S6 Provide district administrative and governance services to Shoreline	K-12	<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)_____	\$935,659 Functions 7100, 7110, 7150, 7190, 7200, 7300, 7700, Resource 0000
G1S7 Provide Pupil Assessment and testing	K-12	<input checked="" type="checkbox"/> ALL	\$134,659

services		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)_____	Function 3120,3160, Resources 0000, 3310, 3327, 4203, 6500, 6513
G1S8 Provide Nursing Services	K -12	<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)_____	\$44,787 Function 3140, Resource 000, 3310
G1S9 Provide required services for our Special Education students	K-12	<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)_____	\$1,288,297 Function 1100, 1110, 3600 Goal 5550, Resource 3310, 6500
G1S10 Develop a culture of continuous academic achievement in all grades (Pre K – 5 Program), provide college orientation to elementary grades through College banners in elementary schools, college field trips and Career Day at WMS.	K-8	<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)_____	Part of G1S1 funding
G1S11 Continue PreK – 3 Program based on the First School concepts. Emphasizing family participation, working with teachers on time spent on most successful learning strategies.	K-3	<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)_____	\$219,910 Recourse 9642, Grant from MCF
G1S13 Provide Intervention Services including; Footsteps to Brilliance (Literacy TES Program), Multi-tiered intervention program (K-12), Homework support in all schools, APEX – Online high school afterschool remediation for students with D/Fs, Lexia reading app (PreK-6 @ WMS)	K-12	<input 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)_____	Part of G1S1 funding
G1S14 Provide tutoring and other remedial	9-12	<input checked="" type="checkbox"/> ALL	\$23,731

support		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)_____	Function 1030, Resource 0000
G1S15 Provide Summer Programs for Student intervention and enrichment	K-12	<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)_____	\$13,962 Function 1020, Resource 0000
G1S16 Develop Career pathways for students; participate in Marin and Sonoma CTE grant processes.	9-12	<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)_____	\$42,911 Function: 1010, Recourse 3550, 6382, 7010
G1S17 Provide Staff Development for the continued integration of Common Core Standards and for the effective instructional strategies for delivering common core standards.	K-12	<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)_____	\$62,715 Function: 1010, Recourse: 0000, 4035, 6264
G1S18 Adoption of Math curriculum for grade 6 – 12.	6-12	<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)_____	\$30,000 Part of G1S17 Staff Development, Part of G1S1 Staff Time, Function 1010, Resource 0000, Object 4100
G1S19 Discuss district wide assessment standards	K-12	<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)_____	Part of G1S1 funding
G1S20 Create more accessibility for students into	9-12	<input checked="" type="checkbox"/> ALL	Part of G1S1 funding

A-G required courses and AP classes		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)_____	
G1S21 K-8 Common core report card.	K-8	<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)_____	Part of G1S1 funding
G1S22 Provide students with free transportation to school related activities	K-12	<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)_____	Part of G1S3 funding
G1S23 ELD coordinator provided	K- 8	<input 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)_____	\$65,153 Function 1010 Resource 4203
G1S24 Provide Intervention ELD time in all elementary classes	K- 8	<input 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)_____	Part of G1S1 funding
G1S25 Provide Healthily Start after school program at BBS	K- 5	<input 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)_____	\$27,000 Resource 6010, plus part of Function 5000
G1S26 Implement Preschool program at BBS	Pre School	<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)_____	\$34,372 California State PreSchool Expansion Funds

G1S27 Continue CalSTAT professional develop program providing training on RTI Response to Instruction and Intervention.	K – 8	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	\$12,000 State CalSTAT grant
G1S28 Participate in California Mathematics and Science Partnership. Provides Professional Development for teaching staff on project based approaches Math and Science instruction.	K – 12	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	\$17,850 State CaMSP grant

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Students will demonstrate improved achievement in Standardized Test scores and interest in learning.

Measured By:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – By Site and EL subgroup improve Lower Risk classification by 5%. Standardize Metrics across district.
- State standard Science assessment 5,8,10 grades - Improve Score by 5%
- State standard Physical Education assessment (PFT) 5, 7, 9 grades - Improve Score by 5%
- Smarter Balance assessments – Establish baseline in 2015-16
- Maintain of Graduation Rate above 90%
- Maintain dropout rates of less than 1%
- High School
 - EAP, ACT and SAT – Establish EAP baseline, Improve ACT and SAT score by 5%

Increased interest in completing graduation requirements.

Measured by:

- A – G completion at graduation measure – Improve score by 5%
- Early Assessment Program (EAPs) measure – Improve score by 5%
- # of AP Tests taken with passing score – Improve by 5%
- Maintain of Graduation Rate above 90%

Students will begin to develop College and Career readiness skills.

Measured by:

- % of students completing 4 year plan w/counselor
- Number of teachers completing Common Core Training
- Adoption of Common Core Math curriculum
- % of students completing CAPs & COPs testing in sophomore year
- # Number of students enrolled in pathways program

For Low Income, English Language Learners and Foster Youth provide a clear path to College and Career ready.

Measured by:

- For all:
 - Students will demonstrate improved achievement in Standardized Test scores and interest in learning.
- For EL students
 - (CELDT) Comprehensive English Language Development Test, EL reclassification – Improve score by 5%
 - English language proficiency test – Improve score by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G1S1 Provide Common Core curriculum to all students	K-12	<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)_____	\$4,979,007 Function: 1010, 2420 Resource: 0000, 1100, 1400, 6300
G1S2 Maintain small class sizes so students of greatest need receive appropriate attention	K-12	<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)_____	\$529,378 Supplemental & Concentration Grant \$445,622 Function: 1010, 2420 Resource: 0000, 1100, 1400
G1S3 Provide Home to School Transportation Program	K-12	<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)_____	\$747,119 Function 3600, Resource 0000, Goal 1110, 1430
G1S4 Provide Counseling Services	K-12	<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)_____	\$365,519 Function 3110, Recourse 0000, 9040
G1S5 Provide School site administrative services	K-12	<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)_____	\$1,090,226 Function 2700, Resource 0000
G1S6 Provide district administrative and governance services to Shoreline	K-12	<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)_____	\$935,659 Functions 7100, 7110, 7150, 7190, 7200, 7300, 7700, Resource 0000

G1S7 Provide Pupil Assessment and testing services	K-12	<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)_____	\$134,634 Function 3120,3160, Resources 0000, 3310, 3327, 4203, 6500, 6513
G1S8 Provide Nursing Services	K -12	<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)_____	\$44,787 Function 3140, Resource 000, 3310
G1S9 Provide required services for our Special Education students	K-12	<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)_____	\$1,288,297 Function 1100, 1110, 3600 Goal 5550, Resource 3310, 6500
G1S10 Develop a culture of continuous academic achievement in all grades (Pre K – 5 Program), provide college orientation to elementary grades through College banners in elementary schools, college field trips and Career Day at WMS.	K-8	<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)_____	Part of G1S1 funding
G1S11 Continue PreK – 3 Program based on the First School concepts. Emphasizing family participation, working with teachers on time spent on most successful learning strategies.	K-3	<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)_____	\$219,910 Recourse 9642, Grant from MCF
G1S13 Provide Intervention Services including; Footsteps to Brilliance (Literacy TES Program), Multi-tiered intervention program (K-12), Homework support in all schools, APEX – Online high school afterschool remediation for students with D/Fs, Lexia reading app (PreK-6 @ WMS)	K-12	<input 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)_____	Part of G1S1 funding
G1S14 Provide tutoring and other remedial	9-12	<input checked="" type="checkbox"/> ALL	\$23,731

support		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)_____	Function 1030, Resource 0000
G1S15 Provide Summer Programs for Student intervention and enrichment	K-12	<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)_____	\$13,962 Function 1020, Resource 0000
G1S16 Develop Career pathways for students; participate in Marin and Sonoma CTE grant processes.	9-12	<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)_____	\$44,468 Function: 1010, Recourse 3550, 6382, 7010
G1S17 Provide Staff Development for the continued integration of Common Core Standards and for the effective instructional strategies for delivering common core standards.	K-12	<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)_____	\$62,715 Function: 1010, Recourse: 0000, 4035, 6264
G1S18 Adoption of Math curriculum	6-12	<input checked="" type="checkbox"/> ALL OR: <input checked="" 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)_____	\$30,000 Part of G1S17 Staff Development, Part of G1S1 Staff Time, Function 1010, Resource 0000, Object 4100
G1S19 Discuss district wide assessment standards	K-12	<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)_____	Part of G1S1 funding
G1S20 Create more accessibility for students into	9-12	<input checked="" type="checkbox"/> ALL	Part of G1S1 funding

A-G required courses and AP classes		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)_____	
G1S21 K-8 Common core report card.	K- 8	<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)_____	Part of G1S1 funding
G1S22 Provide students with free transportation to school related activities	K-12	<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)_____	Part of G1S3 funding
G1S23 ELD coordinator provided	K- 8	<input 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)_____	\$65,153 Function 1010 Resource 4203
G1S24 Provide Intervention ELD time in all elementary classes	K-12	<input 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)_____	Part of G1S1 funding
G1S25 Provide Healthily Start after school program at BBS	K-12	<input 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)_____	\$27,000 Resource 6010, plus part of Function 5000
G1S26 Implement Preschool program at BBS	Pre School	<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)_____	\$34,372 California State PreSchool Expansion Funds

<p>G1S27 Continue CalSTAT professional develop program providing training on RTI Response to Instruction and Intervention.</p>	<p>K – 8</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,000</p> <p>State CalSTAT grant</p>
<p>G1S28 Participate in California Mathematics and Science Partnership. Provides Professional Development for teaching staff on project based approaches Math and Science instruction.</p>	<p>K – 12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,850</p> <p>State CaMSP grant</p>

GOAL:	Goal 2: Safe and supportive school culture	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Students are connected to a safe and supportive school culture

Goal Applies to: Schools: All

Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Students will attend school more often Measured by:</p> <ul style="list-style-type: none"> • Average daily attendance (ADA) as a % of Enrollment – Improve by 1% • Maintain of Graduation Rate above 90% • Maintain dropout rates of less than 1% • Reduce chronic absenteeism by 5% <p>Students will report that they feel safer at school. Measured by:</p> <ul style="list-style-type: none"> • Will conduct Healthy Kids Survey Grades 5, 7, 9, 11- Survey given in late 2014-15 will set baseline • High School Student/Staff/Parents perception survey- Survey given in late 2014-15 will set baseline <p>Students will be more engaged in school and school activities. Measured by:</p> <ul style="list-style-type: none"> • Will conduct Healthy Kids Survey Grades 5, 7, 9, 11 – Survey given in late 2014-15 will set baseline • High School Student/Staff/Parents perception survey - Survey given in late 2014-15 will set baseline • Track Suspension Rates establish baseline in 2014-15 • Track Expulsion Rates establish baseline in 2014-15
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G2S1 Continue to develop Culture Proficiency in	K - 12	<u>X</u> ALL	Part of G1S1

staff		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)_____	funding
G2S2 Ensure Extra Curricular activities for high school students. Ensure Art/Music and Field Trips	K – 8 9 - 12	<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)_____	\$717,170 Function 1010, Resource 9040
G2S3 Provide a School sponsored Athletics program	K – 12	<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)_____	\$172,781 Function 4100, 4200, Resource 0000,1100
G2S4 Homeless students provided transportation	K – 12	<input 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) <u>HomeLess</u>	Part of G1S3 funding
G2S5 Intramural sports, Cross Country / Track competitions w/ other schools, CYO basketball	6 - 12	<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)_____	Part of G2S3 funding
G2S6 Look for funding to provide additional transportation for after school academics and extra curriculum activities.	K - 12	<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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u> —	Part of G1S3 funding

<p>G2S7 Project Based Learning programs for student engagement</p>	<p>K – 12</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>Part of G1S17 funding</p>
<p>G2S8 Provide student assemblies/workshops around health, wellness, conflict managements and safety. Including; Anti-Bullying workshops, Health & Wellness middle school workshops, Conflict Management workshops, Academic Awards assemblies, School in Motion messaging</p>	<p>K – 12</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 checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Homeless _____</p>	<p>Part of G1S1 funding</p>
<p>G2S9 Provide a food Service Program</p>	<p>K - 12</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>\$434,012 Fund 13</p>
<p>G2S10 School Garden program started at THS and BBS</p>	<p>K - 12</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>Part of G1S1 funding</p>
<p>G2S11 Staff will facilitate School Climate workshops and events for students including : Schools in Motion program / WE PE, tennis tournaments and TES</p>	<p>K - 12</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>Part of G1S1 funding</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Students will attend school more often

Measured by:

- Average daily attendance (ADA) as a % of Enrollment – Improve by 1%
- Maintain of Graduation Rate above 90%
- Maintain dropout rates of less than 1%
- Reduce chronic absenteeism by 5%

Students will report that they feel safer at school.

Measured by:

- Will conduct Healthy Kids Survey Grades 5, 7, 9, 11
- High School Student/Staff/Parents perception survey

Students will be more engaged in school and school activities.

Measured by:

- Will conduct Healthy Kids Survey Grades 5, 7, 9, 11
- High School Student/Staff/Parents perception survey
- Improve Suspension Rates
- Improve Expulsion Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G2S1 Continue to develop Culture Proficiency in staff	K - 12	<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)_____	Part of G1S1 funding
G2S2 Ensure Extra Curricular activities for high school students. Ensure Art/Music and Field Trips	K – 8 9 - 12	<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)_____	\$717,170 Function 1010, Resource 9040

G2S3 Provide a School sponsored Athletics program	K – 12	<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)_____	\$172,781 Function 4100, 4200, Resource 0000,1100
G2S4 Homeless students provided transportation	K – 12	<input 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) <u>HomeLess</u>	Part of G1S3 funding
G2S5 Intramural sports, Cross Country / Track competitions w/ other schools, CYO basketball	6 - 12	<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)_____	Part of G2S3 funding
G2S6 Look for funding to provide additional transportation for after school academics and extra curriculum activities.	K - 12	<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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u> —	Part of G1S3 funding
G2S7 Project Based Learning programs for student engagement	K – 12	<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)_____	Part of G1S17 funding
G2S8 Provide student assemblies/workshops	K – 12	<input type="checkbox"/> ALL	Part of G1S1 funding

<p>around health, wellness, conflict managements and safety. Including; Anti-Bullying workshops, Health & Wellness middle school workshops, Conflict Management workshops, Academic Awards assemblies, School in Motion messaging</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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u> —</p>	
<p>G2S9 Provide a food Service Program</p>	<p>K - 12</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>\$434,012 Fund 13</p>
<p>G2S10 School Garden program started at THS and BBS</p>	<p>K - 12</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>Part of G1S1 funding</p>
<p>G2S11 Staff will facilitate School Climate workshops and events for students including : Schools in Motion program / WE PE, tennis tournaments and TES</p>	<p>K - 12</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>Part of G1S1 funding</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Students will attend school more often
 Measured by:
- Average daily attendance (ADA) as a % of Enrollment – Improve by 1%
 - **Maintain of Graduation Rate above 90%**
 - **Maintain dropout rates of less than 1%**
 - Reduce chronic absenteeism by 5%
- Students will report that they feel safer at school.
 Measured by:
- Will conduct Healthy Kids Survey Grades 5, 7, 9, 11
 - High School Student/Staff/Parents perception survey
- Students will be more engaged in school and school activities.
 Measured by:
- Will conduct Healthy Kids Survey Grades 5, 7, 9, 11
 - High School Student/Staff/Parents perception survey
 - Improve Suspension Rates
 - Improve Expulsion Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G2S1 Continue to develop Culture Proficiency in staff	K - 12	<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) _____	Part of G1S1 funding
G2S2 Ensure Extra Curricular activities for high	K – 8	<input checked="" type="checkbox"/> ALL	\$717,170

<p>school students. Ensure Art/Music and Field Trips</p>	<p>9 - 12</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>Function 1010, Resource 9040</p>
<p>G2S3 Provide a School sponsored Athletics program</p>	<p>K – 12</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>\$172,781 Function 4100, 4200, Resource 0000,1100</p>
<p>G2S4 Homeless students provided transportation</p>	<p>K – 12</p>	<p><input 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) <u>HomeLess</u>_____</p>	<p>Part of G1S3 funding</p>
<p>G2S5 Intramural sports, Cross Country / Track competitions w/ other schools, CYO basketball</p>	<p>6 - 12</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>Part of G2S3 funding</p>
<p>G2S6 Look for funding to provide additional transportation for after school academics and extra curriculum activities.</p>	<p>K - 12</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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u>_____</p>	<p>Part of G1S3 funding</p>
<p>G2S7 Project Based Learning programs for student engagement</p>	<p>K – 12</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>Part of G1S17 funding</p>

G2S8 Provide student assemblies/workshops around health, wellness, conflict managements and safety. Including; Anti-Bullying workshops, Health & Wellness middle school workshops, Conflict Management workshops, Academic Awards assemblies, School in Motion messaging	K – 12	<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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u> —	Part of G1S1 funding
G2S9 Provide a food Service Program	K - 12	<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) _____	\$434,012 Fund 13
G2S10 School Garden program started at THS and BBS	K - 12	<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) _____	Part of G1S1 funding
G2S11 Staff will facilitate School Climate workshops and events for students including : Schools in Motion program / WE PE, tennis tournaments and TES	K - 12	<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) _____	Part of G1S1 funding

GOAL:	Goal 3: Safe and adequate facilities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 ___ 3___ 4_ 5__ 6__ 7__ 8_ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Safe and Clean School environment
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	Student will have adequate facilities for food service. Measured by: <ul style="list-style-type: none"> Facilities pass all county and state inspections. Students will have a clean and safe environment for learning. Measured by: <ul style="list-style-type: none"> Williams Report – Maintain no reported issues Facilities Inspection Tool reports (FITs) – All schools reporting Good or better

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G3S1 Assemble a District Facilities Committee and develop a facilities needs assessment.	K - 12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Part of G1S6 funding
G3S2 Ensure facilities are maintained in a safe and clean manner	K - 12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$1,163,009 Functions 8100, 8110, 8200, 8300. Resource 0000. Fund 01,14
G2S3 Filtered drinking fountain and water bottle	K - 12	<input checked="" type="checkbox"/> ALL	Part of G3S2

filling station installed at WMS		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)_____	funding
G3S4 Complete review of food services focusing on budget and food choices. Food services student survey will be conducted.	K - 12	<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)_____	Part of G1S6 and G1S9 funding

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Student will have adequate facilities for food service. Measured by:</p> <ul style="list-style-type: none"> • Facilities pass all county and state inspections. <p>Students will have a clean and safe environment for learning. Measured by:</p> <ul style="list-style-type: none"> • Williams Report – Maintain no reported issues • Facilities Inspection Tool reports (FITs) – All schools reporting Good or better
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G3S1 Assemble a District Facilities Committee and develop a facilities needs assessment.	K - 12	<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)_____	Part of G1S6 funding
G3S2 Ensure facilities are maintained in a safe and clean manner	K - 12	<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)_____	\$1,163,099 Functions 8100, 8110, 8200, 8300. Resource 0000. Fund 01,14
G2S3 Filtered drinking fountain and water bottle	K - 12	<input checked="" type="checkbox"/> ALL	Part of G3S2

filling station installed at WMS		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)_____	funding
G3S4 Complete review of food services focusing on budget and food choices. Food services student survey will be conducted.	K - 12	<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)_____	Part of G1S6 and G1S9 funding

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Student will have adequate facilities for food service. Measured by:</p> <ul style="list-style-type: none"> Facilities pass all county and state inspections. <p>Students will have a clean and safe environment for learning. Measured by:</p> <ul style="list-style-type: none"> Williams Report – Maintain no reported issues Facilities Inspection Tool reports (FITs) – All schools reporting Good or better
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G3S1 Assemble a District Facilities Committee and develop a facilities needs assessment.	K - 12	<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)_____	Part of G1S6 funding
G3S2 Ensure facilities are maintained in a safe and clean manner	K - 12	<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)_____	\$1,163,099 Functions 8100, 8110, 8200, 8300. Resource 0000. Fund 01,14
G2S3 Filtered drinking fountain and water bottle	K - 12	<input checked="" type="checkbox"/> ALL	Part of G3S2

filling station installed at WMS		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)_____	funding
G3S4 Complete review of food services focusing on budget and food choices. Food services student survey will be conducted.	K - 12	<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)_____	Part of G1S6 and G1S9 funding

GOAL:	Goal 4: Improve parent involvement	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Educate parents regarding all student programs		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Students will be better supported as they establish goals and career pathways Measured by: % of parents attending <ul style="list-style-type: none"> • Back to School • Open House • Roadmap • Cash for College • Incoming Orientation & Fair Family Centers establish baseline metrics for 2015-16. High School Student/Staff/Parents perception survey – Survey taken late 2015-16 will be baseline		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G4S1 Provide descriptions to parents of programs	K - 12	<input checked="" type="checkbox"/> ALL	Part of G1S1

<p>and service providers through: Family Centers, Parent Info nights, Evening to introduce local support, agencies, Incoming 8th grader night at the high school, College nights at the high school</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>and G1S11</p>
<p>G4S2 Provide parent information regarding events, programs and resources and include a “welcome mat” with food, childcare and translation.</p>	<p>K - 12</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>Part of G1S1, G1S11and G4S6</p>
<p>G4S3 Provide Family Center staff at THS</p>	<p>THS</p>	<p><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)_____</p>	<p>\$47,800 Function 3110, Resource 0000</p>
<p>G4S4 Have Bodega Bay participate with Tomales Elementary ELAC</p>	<p>BBS</p>	<p><input 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)_____</p>	<p>Part of G1S5</p>
<p>G4S5 Provide tools for ELAC/Site council/PTA to advise on student needs</p>	<p>K - 12</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>Part of G1S5</p>
<p>G4S6 Provide more translated presentations and</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL</p>	<p>\$25,000</p>

<p>written communication to families regarding services through: Bilingual staff person in all school offices, All school notices send English/Spanish</p>	<p>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)_____</p>	<p>Staff cost part of G1S5, Translation services Resources 0000, Object 5840, Function 1100 \$10,000, Function 2700 \$5,000, Function 7110 \$10,000</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will be better supported as they establish goals and career pathways Measured by: % of parents attending</p> <ul style="list-style-type: none"> • Back to School • Open House • Roadmap • Cash for College • Incoming Orientation & Fair <p>Family Centers metrics tracked. High School Student/Staff/Parents perception survey</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>G4S1 Provide descriptions to parents of programs and service providers through: Family Centers, Parent Info nights, Evening to introduce local support, agencies, Incoming 8th grader night at the high school, College nights at the high school</p>	<p>K - 12</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>Part of G1S1 and G1S11</p>
<p>G4S2 Provide parent information regarding</p>	<p>K - 12</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Part of G1S1,</p>

<p>events, programs and resources and include a “welcome mat” with food, childcare and translation.</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>G1S11and G4S6</p>
<p>G4S3 Provide Family Center staff at THS</p>	<p>THS</p>	<p><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)_____</p>	<p>\$47,800 Function 3110, Resource 0000</p>
<p>G4S4 Have Bodega Bay participate with Tomales Elementary ELAC</p>	<p>BBS</p>	<p><input 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)_____</p>	<p>Part of G1S5</p>
<p>G4S5 Provide tools for ELAC/Site council/PTA to advise on student needs</p>	<p>K - 12</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>Part of G1S5</p>
<p>G4S6 Provide more translated presentations and written communication to families regarding services through: Bilingual staff person in all school offices, All school notices send English/Spanish</p>	<p>K - 12</p>	<p><input 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)_____</p>	<p>\$25,000 Staff cost part of G1S5, Translation services Resources 0000, Object 5840, Function 1100 \$10,000, Function 2700 \$5,000, Function 7110 \$10,000</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will be better supported as they establish goals and career pathways</p> <p>Measured by:</p> <ul style="list-style-type: none"> • % of parents attending <ul style="list-style-type: none"> • Back to School • Open House • Roadmap • Cash for College • Incoming Orientation & Fair <p>Family Centers metrics tracked. High School Student/Staff/Parents perception</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G4S1 Provide descriptions to parents of programs and service providers through: Family Centers, Parent Info nights, Evening to introduce local support, agencies, Incoming 8th grader night at the high school, College nights at the high school	K - 12	<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)_____	Part of G1S1 and G1S11
G4S2 Provide parent information regarding events, programs and resources and include a “welcome mat” with food, childcare and translation.	K - 12	<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)_____	Part of G1S1, G1S11and G4S6
G4S3 Provide Family Center staff at THS	THS	<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)_____	\$47,800 Function 3110, Resource 0000
G4S4 Have Bodega Bay participate with Tomales Elementary ELAC	BBS	<input 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)_____	Part of G1S5

<p>G4S5 Provide tools for ELAC/Site council/PTA to advise on student needs</p>	<p>K - 12</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>Part of G1S5</p>
<p>G4S6 Provide more translated presentations and written communication to families regarding services through: Bilingual staff person in all school offices, All school notices send English/Spanish</p>	<p>K - 12</p>	<p><input 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)_____</p>	<p>\$25,000 Staff cost part of G1S5, Translation services Resources 0000, Object 5840, Function 1100 \$10,000, Function 2700 \$5,000, Function 7110 \$10,000</p>

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?

Original GOAL from prior year LCAP:	All students will meet high academic standards and be college and career ready	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 __ 4 <u>X</u> 5 <u>X</u> 6 __ 7 <u>X</u> 8 <u>X</u> COE only: 9 __ 10 __ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: ALL	

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will demonstrate improved achievement in Standardized Test scores and interest in learning. Measured By: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – By Site and EL subgroup improve Lower Risk classification by 5%. Standardize Metrics across district.</p> <ul style="list-style-type: none"> • State standard Science assessment 5,8,10 grades - Improve Score by 5% • State standard Physical Education assessment (PFT) 5, 7, 9 grades - Improve Score by 5% • Smarter Balance assessments – Establish baseline in 2015-16 • Reduce chronic absenteeism by 5% • High School <ul style="list-style-type: none"> • CAHSEE, EAP, ACT and SAT – Establish EAP baseline, Improve ACT and SAT score by 5% 	<p>Actual Annual Measurable Outcomes:</p>	<p>State Science Standards</p> <ul style="list-style-type: none"> • 2014-15 <ul style="list-style-type: none"> ○ 10th grade 41% Prof/Adv ○ 8th grade 95% Prof/Adv ○ 5th Grade 46% Prof/Adv <p>Smarter Balance Assessments</p> <ul style="list-style-type: none"> • 2014-15 <ul style="list-style-type: none"> ○ 11th ELA 51% Met or Exceeded, Math 51% Met or Exceeded ○ 8th ELA 53% Met or Exceeded, Math 28% Met or Exceeded ○ 7th ELA 39% Met or Exceeded, Math 48% Met or Exceeded ○ 6th ELA 51% Met or Exceeded, Math 47% Met or Exceeded ○ 5th ELA 42% Met or Exceeded, Math 44% Met or Exceeded ○ 4th ELA 37% Met or Exceeded, Math 27% Met or Exceeded ○ 3rd ELA 54% Met or Exceeded, Math 54% Met or Exceeded
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<p>Expected Annual Measurable Outcomes:</p>	<p>Increased interest in completing graduation requirements.</p> <ul style="list-style-type: none"> • A – G completion at graduation measure – Improve score by 5% • Early Assessment Program (EAPs) measure – Establish baseline for 2015-16 • # of AP Tests taken with passing score – Improve by 5% • Maintain of Graduation Rate above 90% <p>Students will begin to develop College and Career readiness skills</p> <ul style="list-style-type: none"> • % of students completing 4 year plan w/counselor • Number of teachers completing Common Core Training • Adoption of Common Core Math curriculum • % of students completing CAPs & COPs testing in sophomore year • # Number of students enrolled in pathways program 	<p>Actual Annual Measurable Outcomes:</p>	<p>A – G completion at graduation measure</p> <ul style="list-style-type: none"> • 2014-15 47% meet A-G • 2015-16 54% meet A-G,7% improvement <p># of AP Tests taken with passing score</p> <ul style="list-style-type: none"> • 2014-15 55% <p>Maintain Graduation Rate above 90%</p> <ul style="list-style-type: none"> • 2014-15 98% <p>% of students completing 4 year plan w/counselor</p> <ul style="list-style-type: none"> • 2014-15 100% • 2015-16 100% <p>% of students completing CAPs & COPs testing in sophomore year</p> <ul style="list-style-type: none"> • 2014-15 100% <p># of Students enrolled in pathways programs</p> <ul style="list-style-type: none"> • 2014-15 36 students
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<p>Expected Annual Measurable Outcomes:</p>	<p>For Low Income, English Language Learners and Foster Youth provide a clear path to College and Career ready, <i>cont.</i></p>	<p>Actual Annual Measurable Outcomes:</p>	<p>State Science Standards English Learners</p> <ul style="list-style-type: none"> • 2014-15 <ul style="list-style-type: none"> ○ 5th Grade 35% Prof/Adv <p>Smarter Balance Assessments English Learner</p> <ul style="list-style-type: none"> • 2014-15 <ul style="list-style-type: none"> ○ 7th ELA 0% Met or Exceeded, Math 15% Met or Exceeded ○ 6th ELA 0% Met or Exceeded, Math 9% Met or Exceeded ○ 5th ELA 13% Met or Exceeded, Math 0% Met or Exceeded ○ 4th ELA 9% Met or Exceeded, Math 5% Met or Exceeded ○ 3rd ELA 26% Met or Exceeded, Math 40% Met or Exceeded

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue PreK – 3 Initiative	MCF Grant restricted resource 9642 \$219,910 Source of funds Local	Program continues, applied for 2 additional years	Resource 9642 \$260,000 spend, includes prior year carry over.
Scope of service:	PreK – 3	Scope of service:	PreK – 3
<input checked="" type="checkbox"/> ALL		<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)_____			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)_____		
Adoption of Math curriculum and Spanish Instruction Articulation text book.		Sub Time \$14,400 Object 1145, Extra Duty \$2,260 Object 1130, Approved text books \$60,000 Object 4100, Source of funds State EPA Resource 1400	Investigations adopted for 2016-17 grades K-5, CPM will be piloted 9-12 in 16-17, Middle Scholl with look at CPM and other options.		Sub Time \$14,400 Object 1145, Extra Duty \$2,260 Object 1130, Approved text books \$44,000 Object 4100, Source of funds State EPA Resource 1400
Scope of service:	K – 12		Scope of service:	K – 12	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Provide Staff Development for the continued integration of Common Core standards and for the effective instructional strategies for delivering common core standards.		Objects 5200 for classes, \$15,000 Source of funds LCFF	Math Professional Development Workshop - K-5 teachers on March 4, 2016, Teachers 6-12 in Summer Training Program STEM		Objects 5200 for classes, \$15,000 Source of funds LCFF
Scope of service:	K – 12		Scope of service:	K - 12	
<input checked="" type="checkbox"/> ALL			<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)_____			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>Develop a culture of continuous academic achievement in all grades (Pre K – 5 Program), provide college orientation to elementary grades through College banners in elementary schools, college field trips with 10,000 degrees, and Career Day at WMS.</p>	<p>Staff Time approx. \$2,000 Object 1110, Field Trip Expense \$1,000 Object 5819, Source of funds Local, Parcel Tax 9040</p>	<p>Held college night at high school for middle school students. All middle schools travel to UC Davis in April. Each classroom has college banners displayed.</p>	<p>Staff Time approx. \$2,000 Object 1110, Field Trip Expense \$1,000 Object 5819, Source of funds Local, Parcel Tax 9040</p>
<p>Scope of service: K-5</p> <p><input checked="" type="checkbox"/> ALL</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>Scope of service: K-5</p> <p><input type="checkbox"/> ALL</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>Discuss districtwide assessment standards</p>	<p>Extra Duty Cost Object 1130, \$4,000 Source of funds LCFF</p>	<p>In our second year of Smarter Balanced Assessments, results from 2015 and 2016 will measure growth and guide instruction.</p>	<p>Extra Duty Cost Object 1130, \$4,000 Source of funds LCFF</p>
<p>Scope of service: K-12</p> <p><input checked="" type="checkbox"/> ALL</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>Scope of service: K-125</p> <p><input type="checkbox"/> ALL</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>K-8 Common core report card.</p>	<p>Extra Duty Cost \$3,250 Object 1130 Source of fund LCFF</p>	<p>West Marin-Inverness has redesigned and is completing a three-year pilot of the Common Core compliant K-8th report card, Bodega Bay is piloting it currently, and information has been shared with Tomales.</p>	<p>Extra Duty Cost \$3,250 Object 1130 Source of fund LCFF</p>
<p>Scope of service: K-8</p> <p><input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: K-8</p> <p><input type="checkbox"/> ALL</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)_____		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)_____	
Mentor Program for students identified as first to go to college and college Info nights at THS.	Source of funds Local, Restricted resource 9641 Mentor Funds	New mentor program outreach to mentors, MCSV sponsored mentor training, Roadmap to College Night, Cash for College Night, Increased partnership with Summer Search and 10,000 Degrees programs that support college readiness and access	\$9,300, Source of funds Local, Restricted resource 9641 Mentor Funds
Scope of service:	9-12	Scope of service:	9-12
<input checked="" type="checkbox"/> ALL		<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)_____		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)_____	
Develop Career pathways for students; participate in Marin and Sonoma CTE grant processes.	Career Pathways, Carl Perkins and Ag Vocational grants. \$35,000 Resources 6382 and 7010 Source of funds Fed	Continue to grow Ag Mechanics Pathway, added Agri-Science Pathway, Applied for CTEIG grant to support development of school farm	\$38,000 Career Pathways, Carl Perkins and Ag Vocational grants. Resources 6382 and 7010 Source of funds Fed
Scope of service:	9-12	Scope of service:	9-12
<input checked="" type="checkbox"/> ALL		<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)_____		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>Provide Intervention Services including; Footsteps to Brilliance pilot (Literacy TES Program), Multi-tiered intervention program (K-12), Homework support in all schools, APEX – Online high school after school remediation for students with D/Fs, Lexia reading app for iPads (PreK-6 @ WMS)</p>	<p>Staff time Object 1110 \$25,000, Online High School \$10,000, Lexia reading app \$5,000 Object 4300 Source of funds LCFF</p>	<p>Footsteps to Brilliance Literacy Program in BBS/TES, Homework club after school in coordination with high school tutoring program. Expanded APEX online class and credit recovery program</p>	<p>Staff time Object 1110 \$25,000, Online High School \$10,000, Lexia reading app \$5,000 Object 4300 Source of funds LCFF</p>
<p>Scope of service: K-12</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: K-12</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Create more accessibility for students into A-G required courses and AP classes</p>	<p>Teacher Staff Time \$12,000 Object 1110 Source of funds LCFF</p>	<p>Expanded APEX online class and credit recovery program</p>	<p>Apex \$3,000, Teacher Staff Time \$12,000 Object 1110 Source of funds LCFF</p>
<p>Scope of service: K-12</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: K-12</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide students with free transportation to school related activities</p>	<p>Bus Driver and Fuel expense \$7,500 Objects 2210 and 4301 Source of funds LCFF</p>	<p>Offering guaranteed late activity busses on Monday and Wednesday, by request on Tuesday and Thursday, as well.</p>	<p>Bus Driver and Fuel expense \$7,500 Objects 2210 and 4301 Source of funds LCFF</p>
<p>Scope of service: K-12</p>		<p>Scope of service: K-12</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 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)_____	
Provide Intervention ELD time in all elementary classes	Teacher Staff Time, \$10,000 Object 1110 Source of funds LCFF	During elective band middle school teachers provide intervention to middle school (pull out) and 4-5 students (push in). Special Ed staff provide intervention for K-3 (pull-out). Bilingual Intervention aide provides kindergarten/TK intervention (pull out)	Teacher Staff Time, \$10,000 Object 1110 Source of funds LCFF
Scope of service:	K-5	Scope of service:	K-5
<input 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)_____		<input 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)_____	
Districtwide Professional Development day on new EL standards	Other Contracted Services \$3,000 Object 5840 Source of funds LCFF	Districtwide workshop held on Sept 25, 2015, additional training for West Marin-Inverness staff and parents at California Association for Bilingual Education conference in March, 2015.	Other Contracted Services \$3,000 Object 5840 Source of funds LCFF
Scope of service:	K-12	Scope of service:	K-12
<input 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)_____		<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)_____	
Maintain small class sizes so students of greatest need receive appropriate attention	Certificated Staff \$975,000 Object 1110 Source of funds LCFF		Certificated Staff \$975,000 Object 1110 Source of funds LCFF
Scope of service:	K-12	Scope of service:	K-12
<input type="checkbox"/> ALL		<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)_____			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)_____		
ELD coordinator provided		Certificated Staff \$76,000 Object 1110 Source of funds LCFF	EL Coordinator coordinates classification of English Learners, CELDT testing, parent notifications and the process for reclassification to Fluent English Proficient status. Additionally, she does ELD support part-time at BBS and at WMS-INV.		Certificated Staff \$76,000 Object 1110 Source of funds LCFF
Scope of service:	K-12		Scope of service:	K-12	
<input type="checkbox"/> ALL			<input 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)_____			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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Increase in classified intervention staff 1 FTE and increase in certificated hours for counseling. Continue to build base of metric to track progress.			

Original GOAL from prior year LCAP:	Safe and supportive school culture	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ - COE only: 9__ 10__ Local : Specify _____	
		Goal Applies to:	Schools: All Applicable Pupil Subgroups: ALL

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will attend school more often</p> <ul style="list-style-type: none"> • Average daily attendance (ADA) as a % of Enrollment – Improve by 1% • Reduce chronic absenteeism by 5% <p>Students will report that they feel more safe at school.</p> <ul style="list-style-type: none"> • Will conduct Healthy Kids Survey Grades 5, 7, 9, 11- Survey given in late 2014-15 will set baseline • High School Student/Staff/Parents perception survey- Survey given in late 2014-15 will set baseline <p>Students will be more engaged in school and school activities.</p> <ul style="list-style-type: none"> • Will conduct Healthy Kids Survey Grades 5, 7, 9, 11 – Survey given in late 2014-15 will set baseline • High School Student/Staff/Parents perception survey - Survey given in late 2014-15 will set baseline • Track Suspension Rates establish baseline in 2014-15 • Track Expulsion Rates establish baseline in 2014-15 	<p>Actual Annual Measurable Outcomes:</p> <p>Average daily attendance (ADA) improve by 1% ADA for each school (2015-16 as of 4/27/2016) THS 2014-15 90.66% 2015-16 90.74% WMS 2014-15 94.12% 2015-16 94.11% TES 2014-15 94.96% 2015-16 95.05% BBS 2014-15 93.99% 2015-16 93.38% INV 2014-15 92.44% 2015-16 93.21%</p> <p>Reduce chronic absenteeism by 5% Chronic absenteeism defined as 10% or greater absent is not a issues at Shoreline. THS did look into students who miss 10% or more periods. 2014-15 60.4% 2015-16 44.9%</p> <p>Healthy Kids Survey for 2014-15 was only given to 11 grade. For 2015-16 survey will be given to 5, 7, 9 and 11th.</p> <p>Will also use healthy kids survey to measure.</p> <p>Track Suspension Rates THS 2014-15 6.17%</p> <p>Track Expulsions Rates THS 2014-15 0%</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff will facilitate School Climate workshops and events for students including : Schools in Motion program / WE PE, tennis tournaments and TES Intramural sports, Cross Country / Track competitions w/ other schools, CYO basketball	Certificated PE Staff \$150,000 Objects 1110 1195 Sources of funds Local Parcel Tax and LCFF	TES School in Motion and WMS-INV WE P.E. continue, leadership teams from the elementary attended summer institute on Culture of Caring (MCF grant), all staff participated in full day staff development with Culture of Caring in January, 2016. All other activities were maintained.	Certificated PE Staff \$150,000 Objects 1110 1195 Sources of funds Local Parcel Tax and LCFF and MCF grant
Scope of service:	K - 12	Scope of service:	K - 12
<input checked="" type="checkbox"/> ALL		<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)_____		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)_____	
Project Based Learning programs for student engagement	Material \$5,000 object 4300 Source of funds Local Parcel Taxes	Marine Lab partnership at BBS-Grades 3-5. On site at the Marine Lab. Clem Miller Environmental Center week-long camp at Point Reyes National Seashore for WMS middle school students, thanks to grant from the Point Reyes National Seashore Association.	Materials \$5,000 object 4300, object 5840. Source of funds Local Parcel Taxes and grant
Scope of service:	K - 12	Scope of service:	K - 12
<input checked="" type="checkbox"/> ALL		<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)_____		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 Culture Proficiency in staff		Other Contracted Services \$5,000 Object 5840 Source of funds LCFF	K-8 school held equity walk to monitor culture proficiency. Four teachers have been trained to become Trainers of Trainers of cultural proficiency, and have conducted equity walks. Cultural proficiency plans developed and updated in 2016 for TES and WMS-INV.	Other Contracted Services \$5,000 Object 5840 Source of funds LCFF and MCF grant
Scope of service:	K - 12		Scope of service:	K - 12
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____	
School Garden started at THS		In Kind and Community Donations Source of funds Local	Planting beds purchased	In Kind and Community Donations Source of funds Local
Scope of service:	K - 12		Scope of service:	K - 12
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____	
Provide Training to appropriate staff on proper identification of Homeless		Other Contracted Services \$5,000 Object 5840 Source of funds LCFF	Not scheduled	N/A
Scope of service:	K - 12		Scope of service:	K - 12

<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Look for funding to provide additional transportation for after school academics and extracurricular activities.		Cost not determined, will budget when defined	Provided bussing for parents to key district meetings. Provided bussing to students for homework clubs and tutoring.		Cost part of transportation budget, Source of funds LCFF
Scope of service:	K - 12		Scope of service:	K - 12	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Homeless students provided transportation		Bus Driver and Fuel expense \$2,500 Objects 2210 and 4301 Source of funds LCFF	All required transportation was provided.		Bus Driver and Fuel expense \$2,500 Objects 2210 and 4301 Source of funds LCFF
Scope of service:	K - 12		Scope of service:	K - 12	
<input checked="" type="checkbox"/> ALL			<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)_____			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>Provide student assemblies/workshops around health, wellness, conflict managements and safety. Including: anti-bullying, pro-social assemblies at WMS-INV, Health & Wellness middle school workshops, Conflict Management workshops, Academic Awards assemblies, School in Motion and WE P.E. activity and positive messaging.</p>	<p>Other contracted services \$5,000 Object 5840 Source of funds Local Parcel Tax</p>	<p>Fall and Spring Academic Awards Assemblies, Link Crew Activities, added Leadership class this year, Motivational Speaker Joel Penton at THS/TES. Counseling staff hold anti bullying meeting with K-8 students.</p>	<p>Other contracted services \$5,000 Object 5840 Source of funds Local Parcel Tax</p>
<p>Scope of service:</p>	<p>K - 12</p>	<p>Scope of service:</p>	<p>K - 12</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><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>Ensure Extra Curricular activities for high school students. Ensure Art/Music and enrichment</p>		<p>9-12: Two sections of Pan Band, 5 sections of Art offered. Drama Club will offer Spring Play. Maker Club becoming more active. 12 sports teams and Intramural futsal at TES, looking to expand to Intramural 3-on-3 basketball, track and field, football, and cross country teams at both middle schools, 3rd-5th cross country at WMS, CYO basketball, WMSL soccer, and WMLL baseball at WMS. K-8 all students receive music and art instruction</p>	<p>Part of Goal 1110 and 1130, Source of funds local parcel tax and LCFF.</p>
<p>Scope of service:</p>	<p>K - 12</p>	<p>Scope of service:</p>	<p>K - 12</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><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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Increase in certificated hours for counseling. Continue to build base of metrics to track progress.</p>		

Original GOAL from prior year LCAP:	Safe and adequate facilities	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Student will have adequate facilities for food service. <ul style="list-style-type: none"> Facilities pass all county and state inspections. Students will have a clean and safe environment for learning. <ul style="list-style-type: none"> Williams Report – Maintain no reported issues Facilities Inspection Tool reports (FITs) – All schools reporting Good or better 	Actual Annual Measurable Outcomes:	Food Services received clear reviews from appropriate agencies All passed No William's complaints filed. No reported issues All school reporting Good or Better BBS 84.38% TES 84.38% WMS 93.75% INV 93.75% THS 81.48%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assemble a District Facilities Committee and develop a facilities needs assessment.	Other Contract Services \$5,000 Object 5840 Source of funds LCFF	Facilities committee was reestablished, has met twice. Deferred maintenance plan under development. Short and long term funding needs will be determined.	Cost part of administrative functions 2700 and 7200. Source of fund LCFF

Scope of service: <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)_____	K - 12		Scope of service: <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)_____	K - 12	
Filtered drinking fountain and water bottle filling station installed at high school and water filtering at BBS		Non Capitalized Equipment \$5,000 Object 4400 Other Contracted Services \$10,000 Object 5840 Sources of funds LCFF	Site Council raised funds for water bottles for all students. At TES filter water drinking fountain installed, water bottles provided to all students, WMS scheduled to receive one in 2016.		Non Capitalized Equipment \$5,000 Object 4400 Other Contracted Services \$10,000 Object 5840 Sources of funds LCFF
Scope of service: <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)_____	K - 12		Scope of service: <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)_____	K - 12	
Complete review of food services focusing on budget and food choices. Food services student survey will be conducted.		Other Contract Services \$5,000 Object 5849 Source of funds LCFF	Financial model developed to track meal costs 9-12: Leadership students shared survey with District Administration, Salad Bar added two days a week. Introduced salad option to middle school students		Other Contract Services \$5,000 Object 5849 Source of funds LCFF
Scope of service: <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)_____	K - 12		Scope of service: <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)_____	K - 12	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to build base of metrics to track progress
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Original GOAL from prior year LCAP:	Improve parent involvement	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Students will be better supported as they establish goals and career pathways. Measured by: % of parents attending <ul style="list-style-type: none"> • Back to School • Open House • Roadmap • Cash for College • Incoming Orientation & Fair Family Centers establish baseline metrics for 2015-16. High School Student/Staff/Parents perception survey – Survey taken late 2015-16 will be baseline	Actual Annual Measurable Outcomes:	% of parents attending Back to School THS 2015-16 60% % of parents attending Open House % of parents attending Roadmap % of parents attending Cash for College THS 2015-16 64% % of patents attending 8 th grade open house THS 2015-16 71%
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Provide descriptions to parents of programs and service providers through: Family Centers, Parent Info nights, Evening to introduce local support, agencies, Incoming 8th grader night at the high school, College nights at the high school</p>	<p>Supplies and Extra Duties \$3,000, Objects 4300/1130 Source of funds Local MCF Grant and LCFF</p>	<p>9-12: Hosted Roadmap to College Night, Cash for College Night, 8th Grade Open House, THS Info night at West Marin School, Latino Heritage Night connects parents from all schools</p>	<p>Supplies and Extra Duties \$3,000, Objects 4300/1130 Source of funds Local MCF Grant and LCFF</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</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>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 parent information regarding events, programs and resources and include a “welcome mat” with food, childcare and translation.</p>	<p>Supplies and Extra Duties \$3,000, Objects 4300/1130 Source of funds MCF Grant and LCFF</p>	<p>9-12: Dinner, childcare, and translation offered at all evening events.</p>	<p>Supplies and Extra Duties \$3,000, Objects 4300/1130 Source of funds MCF Grant and LCFF</p>
<p>Scope of service:</p>	<p>K – 12</p>	<p>Scope of service:</p>	<p>K - 12</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>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)_____</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>Establish a ELAC at Bodega Bay</p>	<p>Extra Duties \$2,000 Object 1130 Source of funds Fed and LCFF</p>	<p>Rather have BBS represented at the TES ELAC for 2016-17</p>	<p>No expenses</p>
<p>Scope of service:</p>	<p>K - 12</p>	<p>Scope of service:</p>	<p>K - 12</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

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)_____			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)_____		
Provide tools for ELAC/Site council/PTA to advise on student needs		Supplies \$2,000 Object 4300 Source of funds LCFF	Monthly meeting held with all parent groups.		Supplies \$2,000 Object 4300 Source of funds LCFF
Scope of service:	K - 12		Scope of service:	K - 12	
__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)_____			__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)_____		
Provide more translated presentations and written communication to families regarding services through: Bilingual staff person in all school offices, All school notices send English/Spanish		Other Contracted Services \$10,000 Object 5840 Source of funds LCFF	Done, in addition parent training being offered at elementary school on positive parenting. WMS-INV has translated all K-8th report cards and translates the weekly newsletter.		Other Contracted Services \$10,000 Object 5840 Source of funds LCFF
Scope of service:	K - 12		Scope of service:	K - 12	
__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)_____			__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?		Other Contracted Services \$10,000 Object 5840 Source of funds LCFF			

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:	\$ 529,378
<p>The Shoreline district uses its supplemental and concentration funds on maintaining lower classes sizes. With lower class size teacher can focus on students of greatest need. The cost of this service is 13 X average teacher cost of \$75,000 or \$975,000. All Supplemental and Concentration funds are used for this service. Having smaller class sized allows for target intervention of our EL students in the regular classroom setting. Our economically disadvantages and foster students needing additional classroom intervention are provided these services as well. With all our unduplicated students these services are provided in the assigned classroom setting eliminating the need for special pull outs and other interventions that disrupt a full academic school day.</p>	

- 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.

11.80	%
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The standard class load expected in California is 24:1. Shoreline unified has a ratio of 14.8:1. The teacher required to support 24:1 would be 20, to support 14.8:1 we employ 33 teachers or a difference of 13 teachers. 13 teachers compared to the base of 20 would a 65% increase in service.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).