

Introduction:

LEA: Sausalito Marin City Elementary School District **Contact (Name, Title, Email, Phone Number):** Bob Ferguson, Superintendent (interim), bferguson@smcsd.org, (415) 332-3190 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

This Local Control Accountability Plan (LCAP) is a roadmap for the next three years – addressing both short-term needs and long-term planning. Bayside/MLK’s new Principal Dr. Chappelle Griffin, along with our interim Superintendent Mr. Robert Ferguson and our new Superintendent (to be hired), are committed to working with the Sausalito Marin City School Board (SMCSB).

Our vision is to ensure students are academically and socially prepared to complete and be successful at each grade level. SMCSB is a K-8 school district that currently serves a single traditional school (Bayside / MLK) with enrollment of 140 students and authorizes an independent charter school (Willow Creek Academy) with enrollment of 398 students. This plan will support all students’ academic success and contribute to their well-being. This plan provides our teachers and staff with the resources needed to achieve this success. We welcome parents in classrooms as volunteers and regularly hold school activities that need parent participation. SMCSB School is dedicated to student success by proving student, staff, parent, and community involvement and collaboration. The school, parents and community share and assume mutual responsibility and partnership for ensuring children’s learning, healthy development and wellness.

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>MDUSD LCAP Community Meetings: A series of meetings were held to engage with parents/families, the community, staff and teachers, and students from March-May, 2016. Parents/families and the community were notified in writing and verbally about all meetings by school personnel. Additionally, information was posted on the school’s and district’s websites about all LCAP meetings in both English and Spanish.</p> <p>On May 3, 2016, the SMC School Board and interim Superintendent, Bob</p>	<p>The feedback from these meetings was important to the development of the district’s LCAP. This information helped the LCAP Planning Team and Writing Team align the LCAP Goals, Strategies, and Actions to the feedback. They also provided guidance about priorities for upcoming years. Data from these meetings was made available at all Planning Team, Writing Team and Parent/Family and Community meetings.</p>

Ferguson with Jannelle Kubinec, from WestEd, held a community meeting to explain the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) to stakeholders.

During the meeting Ms. Kubinec provided an overview of the goals for the meeting, an explanation of the eight LCAP priorities, and presented the timeline for the development of the LCAP. Time was dedicated for questions and answers during the presentation.

On March 17, April 4, and May 11, the LCAP planning team met to determine the logistics for the upcoming Family and Community meetings and provide feedback on the agenda items. Members of this committee consisted of a parent representative, Bayside/MLK administrator and teacher, MCOE representatives, WestEd staff, and representatives from the community. During these meetings, WestEd and MCOE staff presented data collected from the student and family/community meetings and solicited feedback about drafts of the LCAP at various stages.

WestEd staff meet with Bayside/MLK teachers and staff on March 17 and were able to talk one-on-one with each teacher, the school psychologist, the school secretary, a parent and school volunteer, the vice principal, and a certificated staff member. Information about the needs of students was solicited and documented. WestEd staff were able to answer questions about the LCAP process and timeline. Additionally WestEd staff visited each classroom and toured the school facilities.

On March 29, WestEd and MCOE staff conducted a Student Voice Input session. Board members, administrative staff, and teachers were present in addition to family members of students and representatives of the community. Current middle school students and former students who have moved on to high school were invited to participate. During the Student Voice sessions, students were asked to provide input about their needs to be successful in middle school, high school and beyond. Additionally, information was solicited and documented from parents/families and the community about the needs of the students. This data was collected, documented and reported back to the LCAP Planning Team and at the next Family/Community meeting.

On March 31, WestEd staff conducted input sessions with students in grades 3-

Feedback from these meetings was important to the development of the district's LCAP. This information helped the LCAP Planning Team and Writing Team align the LCAP Goals, Strategies, and Actions to the feedback.

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Feedback from this meeting was important to the development of the district's

5. Students were asked three questions about what they liked about school, what they would change at school and what they need from school to be successful in the future. This data was collected, documented and reported back to the LCAP Planning Team and at the next Family/Community meeting.

During March, a written survey was sent to parents and families and nearly 90% of the parents/families returned completed surveys. This data was documented and reported back to the LCAP Planning Team and at the next Family/Community meeting.

On April 2, a Board Working session was held at Bayside/MLK. The intent of this session was to help the Board, families/parents, Bayside/MLK teachers and staff, and the community to understand the Local Control Funding Formula (LCFF), Local Control Accountability Plan (LCAP), and the budget process. The Powerpoint presentation was made available on the district website in both English and Spanish. There was time for questions from the Board as well as attendees.

On May 11, WestEd staff met with Bayside/MLK teachers and staff to solicit input on the draft goals and strategies. Feedback was collected in written and verbal form. Representatives from the Union were present at this meeting and their feedback was solicited.

Two Family and Community meetings open to the public were held on April 18 and May 17. Spanish interpreters were provided at each of these meetings. Parents and community members were presented with draft goals and strategies at different stages in the writing process and input was solicited in small and large groups for changes and edits. Attendees were also asked to provide suggestions for specific actions and metrics. Throughout the meetings, the SMC Board, school and district administrators, staff and teachers were present and participated in the process. The data and input collected was documented and reported back to the LCAP Planning Team and reviewed at the next Family/Community meeting.

District English Learner Advisory Council (DELAC): The superintendent met with the DELAC to explain the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) on May 31. Feedback about the draft plan was solicited.

The LCAP Writing Team is comprised of a WestEd staff member, two community members, a teacher representative, the superintendent and the business officer. The Writing Team met formally three times on May 6, May 13, and May 20. At each of these meetings, the Writing Team reviewed the

LCAP. This information helped the LCAP Planning Team and Writing Team align the LCAP Goals, Strategies, and Actions to the feedback.

Survey respondents expressed interest in teachers trained in diversity, increase learning opportunities in visual and performing arts, increased communication, and increased interventions and rigor to prepare students for high school and beyond.

This session was important because it ensured that parents/families, community members, and staff were able to understand and engage in the LCAP process and contribute positively.

Feedback from this meeting was important to the development of the district's LCAP. This information helped the LCAP Planning Team and Writing Team align the LCAP Goals, Strategies, and Actions to the feedback.

As with the Student Voice, feedback from this meeting was important to the development of the district's LCAP. The information gathered in these meetings helped to expand on actions in the LCAP. The changes identified during the April 18 meetings were incorporated into the draft plan presented to Teacher/Staff meeting on May 11. These meetings also provided guidance about priorities for upcoming years and emphasized culturally responsive curriculum and the need for more communication with parents/families. The May 17 meeting helped to expand and refine the actions in the LCAP.

Feedback from this meeting was important to the development of the district's LCAP. This information helped the LCAP Planning Team and Writing Team align the LCAP Goals, Strategies, and Actions to the feedback.

All stakeholder input from the LCAP meetings was recorded, organized, and discussed by the LCAP Planning Team and Writing Team. Not all of the services and actions suggested could be included as the top priorities to be identified in this first planning cycle but will be considered as the plan is reviewed and

<p>feedback from the Student Voice session, the Family and Community meetings, the Bayside/MLK student meetings, and the Bayside/MLK staff meeting. Additionally, they revised and edited the goals, strategies and actions to reflect this feedback.</p>	<p>updated annually.</p>
<p>Annual Update: SMCSD leadership is dedicated to identifying, focusing, streamlining and aligning current efforts to better support LCAP, actions and services and resources.</p> <p>Opportunities such as Parent/Family Community meetings, LCAP Planning Meetings and Staff meetings March-May 2016 generated ideas, outreach and a forum for gathering ongoing input, improving communication, focusing actions, services and resources not supported in the 2015-16 plan.</p> <p>The development of more consistent communication documents about the Local Control Accountability Plan including the flyers, Powerpoint presentations, and supporting documents helped to streamline and simplify communication about the LCAP; what it is, goals, and actions and services. These communication tools were shared with Stakeholders.</p>	<p>Annual Update: A positive shift in the culture in the district where the district community (parents/families, community, staff) feel their input/feedback is heard. Their input and work is reflected in documents, actions and services.</p> <p>Expanded outreach and communication with community groups to help them understand the LCAP and have the opportunities to provide input.</p> <p>Honesty of the student voices about their teacher relationships, school climate, and needs and expectations helped to modify and add services and actions to the LCAP. Student perspectives can be found throughout the strategies and actions of the plan.</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).

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Student Achievement Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> • Increase academic achievement for all students. • Increase student access to challenging, rigorous, and relevant content taught by enthusiastic and skilled educators. • Strengthen and create a positive and safe learning environment. • Increase access to art, foreign language, and technology. • Number of students referred for special education testing: The number of students referred for special education testing will be reviewed during the process of the district developing its student intervention program (RTI) in an effort to best serve its students. • Number of special education students reclassified to classroom setting: The number of students referred for special education testing will be reviewed during the process of the district developing its student intervention program (RTI). in an effort to best serve its students. 	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>----- Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Increase student achievement for all students. Increase student achievement for all students. Annual CAASPP (California Assessment of Student Performance and Progress) results will be used to measure academic achievement from the Baseline year data. Baseline year data is 2014-2015. 2015-2016 will be reviewed when available. (Year-to-year increases in the percentage of students achieving “Above Standard”, as well as incremental increases from “Below Standard” to “Near Standard”. Baseline year data is 2014-2015 (2015-2016 will be reviewed when available):

2014-2015 SBAC scores for English Language Arts (ELA) and Math:

Grade 3 -ELA	16%	Proficient	Math	17%	Proficient
Grade 4- ELA	7%	Proficient	Math	33%	Proficient
Grade 5- ELA	53%	Proficient	Math	61%	Proficient
Grade 6- ELA	25%	Proficient	Math	8%	Proficient
Grade 7 -ELA	0%	Proficient	Math	0%	Proficient
Grade 8- ELA	0%	Proficient	Math	0%	Proficient

- In addition, using MAP (Measure of Academic Progress), student progress in English Language Arts and Math will be monitored three times during the year (August/September; January; April). ESGI (Educational Software for Guided Instruction) will be used to monitor kindergarten students’ progress.
- Improve reclassification rates of English Learners English Learners' progress will be monitored using CELDT (California English Language Development Test) with the expectation that students will progress one level each year(State Priority 4):
- Ensure that all students have access to standards aligned instructional materials. (State Priority 1)
- Full implementation of Common Core State Standards and ELD standards based instruction by 2017-18 (State Priority 2)
- Proficiency on Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS): Complete SIPPS testing. Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019
- Proficiency on Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Complete DIBELS testing. Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019
- The district will offer a broad course of study to ensure that all students have access in all required subject areas (State Priority 7).
- The district will identify local indicators of student performance and begin collecting data (State Priority 8).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Investigate, develop/select and begin to implement coordinated core academic program. Development should include considerations about cultural awareness, critical thinking, decision-making and collaboration skills, should provide support for college and career readiness.</p> <p>Adequately provide both district and administrative staff to support the implementation of the LCAP goals as well as all other duties necessary for district wide operations.</p>	<p>All</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principal 1.0 FTE, 0.60 FTE of the 1.0 FTS Superintendent, Vice Principal (Multi-Funded), Principal Mentor. 1000-1999: Certificated Personnel Salaries Base \$275,486</p> <p>Principal 1.0 FTE & 0.60 FTE of the 1.0 FTS Superintendent 3000-3999: Employee Benefits Base \$63,930</p> <p>0.50 FTE Vice Principal (Multi-Funded) 1000-1999: Certificated Personnel Salaries Title 1 \$28,457</p> <p>0.50 FTE Vice Principal (Multi-Funded) 3000-3999: Employee Benefits Title 1 \$7,541</p>

			0.50 FTE Vice Principal (Multi-Funded) 1000-1999: Certificated Personnel Salaries Title II \$9,486
			0.50 FTE Vice Principal (Multi-Funded) 3000-3999: Employee Benefits Title II \$2,344
			Title I Indirect Costs 7000-7439: Other Outgo Title 1 \$11,584
2. Develop and implement a Response to Intervention (Rti) plan to support all students and plan long-term for Multi-Tiered System of Support (MTSS): establish RTI Task Force to do fact find and information gathering including but not limited to benchmark assessments, curriculum options, delivery models and possible visits to schools that are further along with implementation of RTI; coordination with community agencies and services; implement existing benchmark assessments, data collection and progress monitoring tools; implement existing Tier 3 RTI interventions both academic and social/emotional, begin investigation of MTSS. Developed by Sp Ed teacher.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,800
3. Develop and implement a system to support differentiation to support students at all levels from struggling students to high achieving students: form a committee to investigate programs and strategies to support differentiation for all levels of students and make a recommendation to all staff; select programs or strategies to implement and create a system for teachers to submit feedback; select a program for adoption schoolwide. Developed by Principal.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00
4. Select and implement a robust assessment system (such as MAP) including benchmarks, progress reports, formative and summative assessments, etc and create systems to support data-driven decision making to gather and interpret data, make decisions and instructional choices, and evaluate impact. Developed by Principal.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,000
5. Create two-way communication channels with families more often and at regular intervals about student progress: calendar regular progress reports to be sent to	All	<input checked="" type="checkbox"/> All OR: Low Income pupils	Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00

<p>families; work with teachers to determine the format and set expectations for data to be included, and determine progress report format; implement new schedule by the end of the first quarter; investigate how Aeries might support this effort; provide information meetings or flyers to families to explain the purpose of progress reports. Developed by Principal.</p>		<p>English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>6. Develop and implement a plan to ensure that students are college and career ready based on the California Standards for College and Career Readiness: staff and family/community committee read, review, and understand the CA Standards for Career Ready Practice (CRP) and develop a plan to best implement the standards in coordination with the newly adopted core academic program. Developed by Principal.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00</p>
<p>7. Monitor and adjust Special Education supports and services: monitoring SpEd student achievement and progress toward meeting IEP goals; monitor and continue the steps to ensure SpEd students and families are informed about and understand the process and requirements of SpEd.</p>	<p>All</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>Includes All for SMCS D & WCA Students, excludes Psych .20 FTE in Goal 1, Action 5. Special Education \$139,217 Special Education General Fund Contribution Base \$1,003,985</p>
<p>8. Develop strategies and support systems to ensure that English Learners successfully meet state standards: monitor and adjust EL supports and services (such as GLAD), including monitoring EL student achievement and progress toward reclassification (progress toward English language proficiency); monitor and continue the steps to ensure English learner students are informed and understand the reclassification process and requirements. Coordinated and monitored by Principal.</p>	<p>All</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Dollars to be spent in Categories as Program is Developed. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$14,000</p>
<p>9. Develop strategies and support systems to ensure foster youth successfully transition into the school and meet state standards: continue to assess student</p>	<p>All</p>	<p>All OR: Low Income pupils</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>

<p>barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, adequate age appropriate uniforms for school, etc. Coordinated and monitored by Principal.</p>		<p>English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>10. Sufficiently staff classrooms with appropriately certificated teachers: recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the state academic content standards. Whenever possible, recruit teachers who reflect background of students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>7.5 FTE Classroom Teachers 1000-1999: Certificated Personnel Salaries Base \$603,479 3000-3999: Employee Benefits Base \$174,459</p>
<p>11. Sufficiently staff school with classified staff to support academic and social development of students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Instructional Assistants, Admn Assistant, School Secretary, Computer Instruction, Noon Aides 2000-2999: Classified Personnel Salaries Base \$95,801 3000-3999: Employee Benefits Base \$39,563 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$114,965 3000-3999: Employee Benefits Supplemental/Concentration \$55,569 2000-2999: Classified Personnel Salaries Title 1 \$92,919 3000-3999: Employee Benefits Title 1 \$46,282 2000-2999: Classified Personnel Salaries Title II \$2,000 3000-3999: Employee Benefits Title II \$465 2000-2999: Classified Personnel Salaries Title III \$3,973 3000-3999: Employee Benefits Title III \$1,060</p>
<p>12. Ensure all students have access to adopted textbooks and materials.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:</p>	<p>Textbooks 4000-4999: Books And Supplies Supplemental/Concentration \$4,000 Textbooks Lottery- Restricted 4000-4999: Books And Supplies Lottery \$5,000 Textbooks 4000-4999: Books And Supplies Title 1 \$4,850</p>

		(Specify)	
<p>13. Provide sufficient classroom supplies throughout the year. Provide various instructional materials to support subject specific initiatives.</p>	<p>All</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>4000-4999: Books And Supplies Base \$9,000 4000-4999: Books And Supplies Title 1 \$4,850 Supplies and Instructional Materials - Lottery - Restricted 4000-4999: Books And Supplies Lottery \$29,000</p>
<p>14. Support the instruction of Visual and Performing Arts (VAPA) at all levels: provide basic arts program at all levels; investigate the most efficient and effective integration of a VAPA program into the selected core academic program; develop partnerships with local arts organizations. Coordinated by Principal. Estimated expense up to a maximum amount of \$45,000 for art and \$25,000 for music.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$70,000</p>
<p>15. Support the development of foreign language instruction at all levels: investigate the most efficient and effective integration of a foreign language instruction into the selected core academic program; select a program to pilot during Year 2 by Principal.</p>	<p>All</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>Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00</p>
<p>16. Support the instruction of technology skills at all levels: create technology committee made up of teachers, staff, students, and parents/family; research scope and sequence of technology skills at each grade level; adoption scope and sequence and determine necessary training and technology updates. Developed by Principal.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost in 16-17. Potential lease in Yr 2 and Yr3. Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00</p>

<p>17. Support field trips for all students: create list of field trips created by teachers to support academic achievement and life skills; approval criteria determined by the principal and teachers and provided to all staff; all students will have access to at least one field trip. Coordinated and monitored by Principal.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000</p>
<p>18. Support and develop sports program and clubs for all students: survey students about the types of sports and clubs they want to participate in; identify barriers to student participation; remove barrier to increase participation in sports and clubs. Coordinated and monitored by Principal.</p>	<p>All</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>Certificated Stipends, Fees, Supplies, and Equipment 1000-1999: Certificated Personnel Salaries Base \$9,500 2000-2999: Classified Personnel Salaries Base \$5,250 3000-3999: Employee Benefits Base \$2,839 4000-4999: Books And Supplies Base \$4,000 5000-5999: Services And Other Operating Expenditures Base \$500</p>
<p>19. Investigate and support summer learning programs to support continuing academic growth and transitions.</p>	<p>All</p>	<p><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 checked="" type="checkbox"/> Other Subgroups: (Specify) Low performing students</p>	<p>Summer Bridge Program 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$15,000</p>
<p>20. Create a coordinated professional development plan to support ongoing and new initiatives (such as new benchmark and assessment system, positive learning environment programs, etc) and ongoing training and support for engaging instructional practices (such as small group instruction, SLANT, pair-share strategies, etc.). Developed by Principal.</p>	<p>All</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>Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00 Additional Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,000 1000-1999: Certificated Personnel Salaries Title II \$5,000 3000-3999: Employee Benefits Title II \$959 4000-4999: Books And Supplies Title II \$1,135 5000-5999: Services And Other Operating Expenditures Title II \$1,132</p>
<p>21. Provide continuation of common core (CCSS) professional development. Coordinated and monitored</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00</p>

<p>by Principal.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,400 3000-3999: Employee Benefits Supplemental/Concentration \$1,200 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000</p>
<p>22. Provide professional development to support English learners (such as Guided Language Acquisition Design [GLAD]). Coordinated and monitored by Principal.</p>	<p>All</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>Expense in Goal 2, Action 1 (Principal), Action 8, and Action 20 0.00</p>
<p>23. Provide necessary training and professional development to classified staff, support staff, and volunteers. Coordinated and monitored by Principal.</p>	<p>All</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>Expense in Goal 2, Action 1 (Principal) and Action 20 0.00 5000-5999: Services And Other Operating Expenditures Title 1 \$1,000</p>
<p>24. Ensure Kindergarten readiness and transition from K to 1st grade: support implementation and monitor impact of PreK-3 Grant and explore sustainable funding opportunities.</p>	<p>All</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>Liaison included in Goal 3, Action 4, Pre K-3 Grant 1000-1999: Certificated Personnel Salaries Pre K to 3 Grant \$10,000 2000-2999: Classified Personnel Salaries Pre K to 3 Grant \$480 3000-3999: Employee Benefits Pre K to 3 Grant \$1,688 4000-4999: Books And Supplies Pre K to 3 Grant \$3,161 5000-5999: Services And Other Operating Expenditures Pre K to 3 Grant \$9,000 7000-7439: Other Outgo Pre K to 3 Grant \$3,104</p>
<p>25. Develop partnerships with local high schools to align curriculum and courses of study.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Superintendent Expenses Included in Goal 2, Action 1 0.00</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Contract Math and Science Instruction from High School 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$40,000</p>
<p>26. Develop plan to support students and families in transition to high school. Student Intervention Facilitator</p>	<p>All</p>	<ul style="list-style-type: none"> <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>Student Intervention Facilitator - Expense Listed in Goal 2, Action 11 0.00</p>
<p>27. Investigate adoption of middle-school achievement program such as Achievement Via Individual Determination (AVID) to provide students with skills to support academic achievement. Developed by Principal.</p>	<p>All</p>	<ul style="list-style-type: none"> <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>Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$15,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- Increase student achievement for all students. Increase student achievement for all students. Annual CAASPP (California Assessment of Student Performance and Progress) results will be used to measure academic achievement from the Baseline year data. Baseline year data is 2014-2015. 2015-2016 will be reviewed when available. (Year-to-year increases in the percentage of students achieving “Above Standard”, as well as incremental increases from “Below Standard” to “Near Standard”. Baseline year data is 2014-2015 (2015-2016 will be reviewed when available):

2014-2015 SBAC scores for English Language Arts (ELA) and Math:

Grade 3 -ELA	16%	Proficient	Math	17%	Proficient
Grade 4- ELA	7%	Proficient	Math	33%	Proficient
Grade 5- ELA	53%	Proficient	Math	61%	Proficient
Grade 6- ELA	25%	Proficient	Math	8%	Proficient
Grade 7 -ELA	0%	Proficient	Math	0%	Proficient
Grade 8- ELA	0%	Proficient	Math	0%	Proficient

- In addition, using MAP (Measure of Academic Progress), student progress in English Language Arts and Math will be monitored three times during the year (August/September; January; April). ESGI (Educational Software for Guided Instruction) will be used to monitor kindergarten students’ progress.
- Improve reclassification rates of English Learners English Learners' progress will be monitored using CELDT (California English Language Development Test) with the expectation that students will progress one level each year(State Priority 4):
- Ensure that all students have access to standards aligned instructional materials. (State Priority 1)
- Full implementation of Common Core State Standards and ELD standards based instruction by 2017-18 (State Priority 2)
- Proficiency on Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS): Complete SIPPS testing. Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019
- Proficiency on Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Complete DIBELS testing. Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019
- The district will offer a broad course of study to ensure that all students have access in all required subject areas (State Priority 7).
- The district will identify local indicators of student performance and begin collecting data (State Priority 8).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Fully implement coordinated core academic program. Development should include considerations about cultural awareness, critical thinking, decision-making and collaboration skills, should provide support for college and career readiness: continue PD support for teachers, education for families and community, and evaluation of impact. Developed by Principal.</p> <p>Adequately provide both district and administrative staff to support the implementation of the LCAP goals as well as all other duties necessary for district wide operations.</p>	<p>All</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>Principal 1.0 FTE, 0.60 FTE of the 1.0 FTS Superintendent, Vice Principal (Multi-Funded), Principal Mentor. 1000-1999: Certificated Personnel Salaries Base \$278,626</p> <p>Principal 1.0 FTE, 0.60 FTE of the 1.0 FTS Superintendent, Vice Principal (Multi-Funded), Principal Mentor. 3000-3999: Employee Benefits Base \$64,658</p> <p>0.50 FTE Vice Principal (Multi-Funded) 1000-1999: Certificated Personnel Salaries Title 1 \$28,457</p>

			<p>0.50 FTE Vice Principal (Multi-Funded) 3000-3999: Employee Benefits Title 1 \$7,541</p> <p>0.50 FTE Vice Principal (Multi-Funded) 1000-1999: Certificated Personnel Salaries Title II \$9,486</p> <p>0.50 FTE Vice Principal (Multi-Funded) 3000-3999: Employee Benefits Title II \$2,344</p> <p>Title I Indirect Costs 7000-7439: Other Outgo Title 1 \$11,584</p>
<p>2. Implement a Response to Intervention (RtI) plan to support all students and prepare to transition to Multi-Tiered System of Support (MTSS): establish dates, roles, and processes for benchmark assessments; develop processes for academic and social emotional interventions; finalize implementation plans and data analysis. Developed by Sp Ed teacher.</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,800</p>
<p>3. Implement a system to support differentiation to support students at all levels from struggling students to high achieving students: provide training and support for implementation of program or strategies; monitor and evaluate implementation. Developed by Principal.</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00</p>
<p>4. Continue implementation of assessment system (such as MAP) and continue to support data-driven decision making to gather and interpret data, make decisions and instructional choices, and evaluate impact; monitor and evaluate implementation. Developed by Principal.</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,000</p>
<p>5. Continue two-way communication channels with families more often and at regular intervals about student progress: make any revisions to the schedule and format with input from teachers and families; determine</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p>Low Income pupils</p> <p>English Learners</p>	<p>Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00</p>

<p>additional needs to ensure that progress reports support increased achievement; provide information meetings or flyers to families to explain purpose of reports. Developed by Principal.</p>		<p>Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>6. Continue to implement plan to ensure that students are college and career ready based on the California Standards for College and Career Readiness: integrate training for teachers to implement the CRP into the core academic program and provide support to families and community members to understand this integration. Developed by Principal.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00</p>
<p>7. Monitor and adjust Special Education supports and services: monitoring SpEd student achievement and progress toward meeting IEP goals; monitor and continue the steps to ensure SpEd students and families are informed about and understand the process and requirements of SpEd.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Includes All for SMCS D & WCA Students, excludes Psych .20 FTE in Goal 1, Action 5. Special Education \$138,941 Special Education General Fund Contribution Base \$1,070,051</p>
<p>8. Support strategies and systems to ensure that English Learners successfully meet state standards: monitor and adjust EL supports and services (such as GLAD), including monitoring EL student achievement and progress toward reclassification (progress toward English language proficiency); monitor and continue the steps to ensure English learner students are informed and understand the reclassification process and requirements. Developed by Principal.</p>	<p>All</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$14,000</p>
<p>9. Support strategies and systems to ensure foster youth successfully transition into the school and meet state standards: continue to assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, Developed by</p>	<p>All</p>	<p>All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>

Principal.		English proficient _ Other Subgroups: (Specify)	
10. Sufficiently staff classrooms with appropriately certificated teachers: recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the state academic content standards. Whenever possible, recruit teachers who reflect background of students.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7.0 FTE Classroom Teachers 1000-1999: Certificated Personnel Salaries Base \$610,359 3000-3999: Employee Benefits Base \$176,448
11. Provide sufficient staff school with classified staff to support academic and social development of students.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Assistants, Admn Assistant, School Secretary, Computer Instruction, Noon Aides 2000-2999: Classified Personnel Salaries Base \$96,893 3000-3999: Employee Benefits Base \$40,014 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$115,980 3000-3999: Employee Benefits Supplemental/Concentration \$56,044 2000-2999: Classified Personnel Salaries Title 1 \$92,919 3000-3999: Employee Benefits Title 1 \$46,282 2000-2999: Classified Personnel Salaries Title II \$2,000 3000-3999: Employee Benefits Title II \$465 2000-2999: Classified Personnel Salaries Title III \$3,973 3000-3999: Employee Benefits Title III \$1,060
12. Ensure all students have access to adopted textbooks and materials.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks 4000-4999: Books And Supplies Supplemental/Concentration \$4,000 Textbooks Lottery-Restricted 4000-4999: Books And Supplies Lottery \$5,000 Textbooks 4000-4999: Books And Supplies Title 1 \$4,850
13. Provide sufficient classroom supplies throughout the year. Provide various instructional materials to support	All	<input checked="" type="checkbox"/> All OR:	4000-4999: Books And Supplies Base \$9,000

subject specific initiatives.		<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)	4000-4999: Books And Supplies Title 1 \$4,850 Supplies and Instructional Materials - Lottery - Restricted 4000-4999: Books And Supplies Lottery \$29,000
14. Support the instruction of Visual and Performing Arts (VAPA) at all levels: plan for the integration of VAPA into the core academic program when adopted; PD schedule determined for teachers; partnerships with local arts organizations are expanded. Estimated expense up to a maximum amount of \$45,000 for art and \$25,000 for music.	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)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$70,000
15. Support the development of foreign language instruction at all levels: pilot foreign language program(s) at the middle school level; identify selection criteria; select a program by the third quarter. Developed by Principal.	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)	Principal 1.0 FTE - Expenses included in Goal 2, Action 1 0.00
16. Support the instruction of technology skills at all levels: implement scope and sequence and provide training to appropriate staff to support implementation. Developed by Principal.	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)	4000-4999: Books And Supplies Base \$15,000
17. Support field trips for all students: list of field trips created by teachers to support academic achievement and life skills; approval criteria determined by the principal and teachers and provided to all staff; all students will have access to at least two field trips.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
18. Support and develop sports program and clubs for all students.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$9,500 2000-2999: Classified Personnel Salaries Base \$5,250 3000-3999: Employee Benefits Base \$2,839 4000-4999: Books And Supplies Base \$4,000 5000-5999: Services And Other Operating Expenditures Base \$500
19. Implement and support summer learning programs to support continuing academic growth and transitions: support summer programs that will support 8th grade transition to high school and ethnic and cultural studies; determine potential funding for Summer 2018 and create a plan to provide summer learning programs by SMC or partners.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer Bridge Program 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$15,000
20. Continue to implement coordinated professional development plan to support ongoing and new initiatives and ongoing training and support for engaging instructional practices (such as small group instruction, SLANT, pair-share strategies, etc.). Developed by Principal.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Principal 1.0 FTE - Expenses included in Goal 2, Action 1 0.00 Additional Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,000 1000-1999: Certificated Personnel Salaries Title II \$5,000 3000-3999: Employee Benefits Title II \$959 4000-4999: Books And Supplies Title II \$1,135 5000-5999: Services And Other Operating Expenditures Title II \$1,132
21. Provide continuation of common core (CCSS) professional development.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,400 Consultant Fee-One Day 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,200 5000-5999: Services And Other Operating Expenditures

		English proficient _ Other Subgroups: (Specify)	Supplemental/Concentration \$5,000
22. Provide professional development to support English learners (such as Guided Language Acquisition Design [GLAD]).	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 _ Other Subgroups: (Specify)	Expense in Goal 2, Action 8 and Action 20 0.00
23. Provide necessary training and professional development to classified staff, support staff, and volunteers.	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 _ Other Subgroups: (Specify)	Expense in Goal 2, Action 20 0.00 5000-5999: Services And Other Operating Expenditures Title 1 \$1,000
24. Ensure Kindergarten readiness and transition from K to 1st grade: support implementation and monitor impact of PreK-3 Grant and explore sustainable funding opportunities.	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 _ Other Subgroups: (Specify)	PreK-3 Grant 1000-1999: Certificated Personnel Salaries Pre K to 3 Grant \$10,000 2000-2999: Classified Personnel Salaries Pre K to 3 Grant \$480 3000-3999: Employee Benefits Pre K to 3 Grant \$1,688 4000-4999: Books And Supplies Pre K to 3 Grant \$3,161 5000-5999: Services And Other Operating Expenditures Pre K to 3 Grant \$9,000 7000-7439: Other Outgo Pre K to 3 Grant \$3,104
25. Develop partnerships with local high schools to align curriculum and courses of study.	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 _ Other Subgroups: (Specify)	Superintendent Expenses Included in G2, Action 1 0.00 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$40,000

		(Specify)	
<p>26. Develop plan to support students and families in transition to high school. Student Intervention Facilitator</p>	<p>All</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>Student Intervention Facilitator - Expense Listed in Goal 2, Action 11 0.00</p>
<p>27. Implement of middle-school achievement program such as Achievement Via Individual Determination (AVID) to provide students with skills to support academic achievement.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$15,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Increase student achievement for all students. Increase student achievement for all students. Annual CAASPP (California Assessment of Student Performance and Progress) results will be used to measure academic achievement from the Baseline year data. Baseline year data is 2014-2015. 2015-2016 will be reviewed when available. (Year-to-year increases in the percentage of students achieving “Above Standard”, as well as incremental increases from “Below Standard” to “Near Standard”. Baseline year data is 2014-2015 (2015-2016 will be reviewed when available):

2014-2015 SBAC scores for English Language Arts (ELA) and Math:

Grade 3 -ELA	16%	Proficient	Math	17%	Proficient
Grade 4- ELA	7%	Proficient	Math	33%	Proficient
Grade 5- ELA	53%	Proficient	Math	61%	Proficient
Grade 6- ELA	25%	Proficient	Math	8%	Proficient
Grade 7 -ELA	0%	Proficient	Math	0%	Proficient
Grade 8- ELA	0%	Proficient	Math	0%	Proficient

- In addition, using MAP (Measure of Academic Progress), student progress in English Language Arts and Math will be monitored three times during the year (August/September; January; April). ESGI (Educational Software for Guided Instruction) will be used to monitor kindergarten students’ progress.
- Improve reclassification rates of English Learners English Learners' progress will be monitored using CELDT (California English Language Development Test) with the expectation that students will progress one level each year(State Priority 4):
- Ensure that all students have access to standards aligned instructional materials. (State Priority 1)
- Full implementation of Common Core State Standards and ELD standards based instruction by 2017-18 (State Priority 2)
- Proficiency on Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS): Complete SIPPS testing. Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019
- Proficiency on Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Complete DIBELS testing. Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019
- The district will offer a broad course of study to ensure that all students have access in all required subject areas (State Priority 7).
- The district will identify local indicators of student performance and begin collecting data (State Priority 8).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Continue implementation of coordinated core academic program. Development should include considerations about cultural awareness, critical thinking, decision-making and collaboration skills, should provide support for college and career readiness: continue implementation and refine training for all, identify any gaps or needs still not met, and work with teachers, families and community to ensure the program is meeting local needs.</p> <p>Adequately provide both district and administrative staff</p>	<p>All</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>Principal 1.0 FTE, 0.60 FTE of the 1.0 FTS Superintendent, Vice Principal (Multi-Funded), Principal Mentor. 1000-1999: Certificated Personnel Salaries Base \$281,803</p> <p>Principal 1.0 FTE, 0.60 FTE of the 1.0 FTS Superintendent, Vice Principal (Multi-Funded), Principal Mentor. 3000-3999: Employee Benefits Base \$65,396</p> <p>0.50 FTE Vice Principal (Multi-Funded) 1000-1999: Certificated Personnel Salaries Title 1 \$28,457</p>

<p>to support the implementation of the LCAP goals as well as all other duties necessary for district wide operations.</p>			<p>0.50 FTE Vice Principal (Multi-Funded) 3000-3999: Employee Benefits Title 1 \$7,541</p> <p>0.50 FTE Vice Principal (Multi-Funded) 1000-1999: Certificated Personnel Salaries Title II \$9,486</p> <p>0.50 FTE Vice Principal (Multi-Funded) 3000-3999: Employee Benefits Title II \$2,344</p> <p>Title I Indirect Costs 7000-7439: Other Outgo Title 1 \$11,584</p>
<p>2. Implement a Response to Intervention (RtI) plan to support all students and plan long-term for Multi-Tiered System of Support (MTSS): ensure continued fidelity of RTI benchmark assessment; continue Data analysis of last years benchmark assessments and intervention methodology; ongoing monitoring and coaching of RTI groups, curriculum, and assessments. Developed by Sp Ed teacher.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,800</p>
<p>3. Implement system to support differentiation to support students at all levels from struggling students to high achieving students: continue providing training and support for implementation of program or strategies; monitor and evaluate implementation. Coordinated by Principal.</p>	<p>All</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>Principal 1.0 FTE - Expenses included in Goal 2, Action 1 0.00</p>
<p>4. Monitor and evaluate assessment system (such as MAP) and continue to support data-driven decision making to gather and interpret data, make decisions and instructional choices, and evaluate impact. Coordinated by Principal.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,000</p>
<p>5. Continue two-way communication channels with families more often and at regular intervals about student progress: make any revisions to the schedule and format with input from teachers and families; determine</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Principal 1.0 FTE - Expenses included in Goal 2, Action 1 0.00</p>

<p>additional needs to ensure that progress reports support increased achievement; provide information meetings or flyers to families to explain purpose of reports. Coordinated by Principal.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Implement a plan to ensure that students are college and career ready based on the California Standards for College and Career Readiness: refine integration and make revisions as needed; determine the next steps to ensure college and career readiness. Coordinated by Principal</p>	<p>All</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>Principal 1.0 FTE - Expenses included in Goal 2, Action 1 0.00</p>
<p>7. Monitor and adjust Special Education supports and services: monitoring SpEd student achievement and progress toward meeting IEP goals; monitor and continue the steps to ensure SpEd students and families are informed about and understand the process and requirements of SpEd.</p>	<p>All</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>Includes All for SMCSD & WCA Students, excludes Psych .20 FTE in Goal 1, Action 5. Special Education \$138,661 Special Education General Fund Contribution Base \$1,125,344</p>
<p>8. Support strategies and support systems to ensure that English Learners successfully meet state standards: monitor and adjust EL supports and services (such as GLAD), including monitoring EL student achievement and progress toward reclassification (progress toward English language proficiency); monitor and continue the steps to ensure English learner students are informed and understand the reclassification process and requirements. Coordinated and monitored by Principal.</p>	<p>All</p>	<p>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>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$14,000</p>
<p>9. Support strategies and support systems to ensure foster youth successfully transition into the school and meet state standards: continue to assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation. Coordinated and</p>	<p>All</p>	<p>All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>

monitored by Principal.		English proficient _ Other Subgroups: (Specify)	
10. Sufficiently staff classrooms with appropriately certificated teachers: recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the state academic content standards. Whenever possible, recruit teachers who reflect background of students.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7.0 FTE Classroom Teachers 1000-1999: Certificated Personnel Salaries Base \$617,317 3000-3999: Employee Benefits Base \$178,459
11. Provide sufficient staff school with classified staff to support academic and social development of students.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Assistants, Admn Assistant, School Secretary, Computer Instruction, Noon Aides 2000-2999: Classified Personnel Salaries Base \$97,998 3000-3999: Employee Benefits Base \$40,471 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$117,302 3000-3999: Employee Benefits Supplemental/Concentration \$62,104 2000-2999: Classified Personnel Salaries Title 1 \$92,919 3000-3999: Employee Benefits Title 1 \$46,282 2000-2999: Classified Personnel Salaries Title II \$2,000 3000-3999: Employee Benefits Title II \$465 2000-2999: Classified Personnel Salaries Title III \$3,973 3000-3999: Employee Benefits Title III \$1,060
12. Ensure all students have access to adopted textbooks and materials.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental/Concentration \$4,000 Textbooks Lottery-Restricted 4000-4999: Books And Supplies Title 1 \$4,850 Textbooks 4000-4999: Books And Supplies Lottery \$5,000
13. Provide sufficient classroom supplies throughout the year. Provide various instructional materials to support	All	<input checked="" type="checkbox"/> All OR:	4000-4999: Books And Supplies Base \$9,000

<p>subject specific initiatives.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Title 1 \$4,850 Supplies and Instructional Materials - Lottery - Restricted 4000-4999: Books And Supplies Lottery \$29,000</p>
<p>14. Support the instruction of Visual and Performing Arts (VAPA) at all levels: revisions and adjustments are made to the VAPA integration plan; continuing professional development for teachers; partnerships with local arts organizations are expanded. Estimated expense up to a maximum amount of \$45,000 for art and \$25,000 for music.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$70,000</p>
<p>15. Support the development of foreign language instruction at all levels: implement foreign language program at middle school level and begin pilot of program at elementary level; select program by end of third quarter.</p>	<p>All</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>Principal 1.0 FTE - Expenses included in Goal 2, Action 1 0.00</p>
<p>16. Support the instruction of technology skills at all levels: continue implementation of scope and sequence and provide training and updates as necessary.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$15,000</p>
<p>17. Support field trips for all students: list of field trips created by teachers to support academic achievement and life skills; approval criteria determined by the principal and teachers and provided to all staff; all students will have access to at least two field trips.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
18. Support and develop sports program and clubs for all students.	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)	1000-1999: Certificated Personnel Salaries Base \$9,500 2000-2999: Classified Personnel Salaries Base \$5,250 3000-3999: Employee Benefits Base \$2,839 4000-4999: Books And Supplies Base \$4,000 5000-5999: Services And Other Operating Expenditures Base \$500
19. Implement and support summer learning programs to support continuing academic growth and transitions: support summer programs that will support 8th grade transition to high school and ethnic and cultural studies; determine potential funding for Summer 2019 and create a plan to provide summer learning programs by SMC or partners.	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)	Summer Bridge Program 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$15,000
20. Continue to implement a coordinated professional development plan to support ongoing and new initiatives and ongoing training and support for engaging instructional practices.	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)	Principal 1.0 FTE - Expenses included in Goal 2, Action 1 0.00 Additional Professional Development 1000-1999: Certificated Personnel Salaries Title II \$5,000 3000-3999: Employee Benefits Title II \$959 4000-4999: Books And Supplies Title II \$1,135 5000-5999: Services And Other Operating Expenditures Title II \$1,132 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,000
21. Provide continuation of common core (CCSS) professional development.	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	Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,400 3000-3999: Employee Benefits Supplemental/Concentration \$1,200 5000-5999: Services And Other Operating Expenditures

		English proficient _ Other Subgroups: (Specify)	Supplemental/Concentration \$5,000
22. Provide professional development to support English learners (such as Guided Language Acquisition Design [GLAD]).	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 _ Other Subgroups: (Specify)	Expenses in Goal 2, Action 8 and 20 0.00
23. Provide necessary training and professional development to classified staff, support staff, and volunteers.	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 _ Other Subgroups: (Specify)	Expense in Goal 2, Action 20 0.00 5000-5999: Services And Other Operating Expenditures Title 1 \$1,000
24. Ensure Kindergarten readiness and transition from K to 1st grade: support implementation and monitor impact of PreK-3 Grant and explore sustainable funding opportunities.	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 _ Other Subgroups: (Specify)	PreK-3 Grant 1000-1999: Certificated Personnel Salaries Pre K to 3 Grant \$10,000 1000-1999: Certificated Personnel Salaries Pre K to 3 Grant \$480 3000-3999: Employee Benefits Pre K to 3 Grant \$1,688 4000-4999: Books And Supplies Pre K to 3 Grant \$3,161 5000-5999: Services And Other Operating Expenditures Pre K to 3 Grant \$9,000 7000-7439: Other Outgo Pre K to 3 Grant \$3,104
25. Develop partnerships with local high schools to align curriculum and courses of study.	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 _ Other Subgroups:	Superintendent Expenses Included in Goal 2, Action 1 0.00 Contract Math and Science Instruction from High School Supplemental/Concentration \$40,000

		(Specify)	
26. Develop plan to support students and families in transition to high school. Student Intervention Facilitator	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)	Student Intervention Facilitator - Expense Listed in Goal 2, Action 11 0.00
27. Investigate adoption of middle-school achievement program such as Achievement Via Individual Determination (AVID) to provide students with skills to support academic achievement.	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)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$15,000

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

<p>GOAL 2:</p>	<p>Community School Enhance and sustain a community school model that includes partnerships and services for improved and expanded student learning, stronger families and a healthier community.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> • Students are healthy: physically, socially, and emotionally. • Students learn in a safe, supportive, and stable environment. • Engage the whole child and family. • Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community). • Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement. • Improve communications and connections with family and community stakeholders throughout the district. • Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning. 	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>----- Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Strengthen and expand support and opportunities for parents/guardians and students to know how to be prepared and ready for the future.
 - o Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019
- Increase student and family connectedness to a safe, supportive, and stable learning environment (State Priority 6)
 - o A local measure will be established to determine the baseline in 2016-2017 for 2017-2018 and 2018-2019.
- Strengthen and create a positive and safe learning environment (State Priority 6).
 - o A local measure will be established to determine the baseline in 2016-2017 for 2017-2018 and 2018-2019.
- Improved student attendance (State Priority 5): The district will increase and then maintain the attendance rate at 95%.
 - o Attendance Rates: 2014-2015 – 92.3% 2015-2016 – 93.9%.
- Improved student chronic absenteeism (State Priority 5): Chronic Absenteeism is when a student is absent 10% of the school year (18 days). The district will decrease the chronic absenteeism rate by 5% each year over the next three years.
 - o Chronic Absenteeism in 2014-2015: 23 (14%)
 - o Chronic Absenteeism in 2015-2016: 26 (18%)
- Improved student tardiness (State Priority 5): Tardys decrease 36.5% from 2014-2015 to 2015-2016. Maintain tardy rate at a maximum of 5.5%
 - o Tardy Rates 2014-2015:
? Tardys: 2,819 Late 30 Minutes: 505 Total: 3,324 (13%)
 - o Tardy Rates 2015-2016:
? Tardys: 1,059 Late 30 Minutes: 325 Total: 1,384 (5.5%)
- Middle School Dropout Rates (State Priority 5): There were no middle school dropouts in 2014-2015 and 1 (one) in 2015-2016. The district will maintain middle school dropout rates of less than 1%.
- Improved discipline incidents (State Priority 6): Insert progress indicator language here.
 - o Discipline Total in 2014-2015: 793 Discipline Total in 2015-2016: 909
- Improved suspension rates (State Priority 6): Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019 measurement to include: Percent of students with one suspension and percent of students with multiple suspensions.
- Expulsion rates (State Priority 6): There were no expulsions in 2014-2015 and 2015-2016. The district will maintain less than 1% of expulsions each year.
- Student and family surveys: Establish baseline in 2016-17 to determine increase for 2017-18 and 2018-19.
 - o Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019.
 - o What is the baseline for this metric?
- The California Healthy Kids Survey, or similar measurement tool (State Priority 6): Determine baseline in 2016-17 for 2017-18, 2018-19.
 - o The California Healthy Kids Survey was last completed in 2008-2009. The district will complete the survey in 2016-2017, which will establish a baseline for 2017-2018 and 2018-2019.
 - o An annual school survey was completed in early spring and results were presented to Trustees in a formal presentation by the PreK -3 Early School Success team indicating the following:

? 91 % of parent and student report feeling safe at school
 ? 94 % of students report that they feel they belong at school
 The district will increase parents and students feeling safe at school and that they feel they belong to school to 95%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop and adopt a SMCS D Board policy and commitment to enhance and sustain a community school model.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Describe role and assign responsibilities for a community school coordinator. The Community School Coordinator, in collaboration with the Superintendent and Principal, will implement a grant funding source for the continued sustainability of the community school coordinator position.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Community School Coordinator 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$30,000
3. Identify options for diverse and sustainable funding to support community school development. Development by the Community School Coordinator.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2. 0.00
4. Develop framework to assess, refine and strengthen partnerships and identify gaps and establish a framework for formal partnership agreements with each organization to support student learning and growth to identify measurable goals, scope of services, staffing, schedules,	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Community School Coordinator - Expense included in Goal 1 Action 2. 0.00

<p>roles and responsibilities, eligibility criteria and communication plan. Development by the Community School Coordinator.</p>		<p>Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>5. Support social and emotional development of children and families through counseling services by School Psychologist (0.2 FTE)</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Psychologist (0.20 FTE) Paid by Special Education REs 6500, 6513, 3310, 3327 1000-1999: Certificated Personnel Salaries Special Education \$19,295 Psychologist (.20 FTE) Employee Benefits 3000-3999: Employee Benefits Special Education \$4,951 Partnership with the Marin Health and Wellness Center 0.00 Counseling Interns 0.00</p>
<p>6. Identify and create a training schedule for tutors and volunteers to support classroom learning. Development by the Community School Coordinator.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Community School Coordinator - Expense included in Goal 1 Action 2. 0.00</p>
<p>7. Support community and business partnerships to increase academic achievement and student engagement in all subject areas including English/language arts, math, science, social studies, visual and performing arts, foreign language, technology, etc). Development by the Community School Coordinator.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Community School Coordinator - Expense included in Goal 1 Action 2. 0.00</p>
<p>8. Adopt and implement positive behavior system (such as Positive Behavior Intervention Support-PBIS). Coordinated by Sp Ed Director and Psychologist.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups:</p>	<p>PBIS Contract Paid by Mental Health Local Grant 5000-5999: Services And Other Operating Expenditures Other \$9,000 Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,750 Classified Extra Duty 3000-3999: Employee Benefits Supplemental/Concentration \$4,000 5000-5999: Services And Other Operating Expenditures</p>

		(Specify)	Supplemental/Concentration \$2,250 REMOVE ROW
9. Investigate and implement program to support students struggling with trauma. Developed by Psychologist.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Psychologist (0.30 FTE)- Expense included in Goal 1, Action 5 0.00
10. Maintain and refresh restorative justice practices and provide coaching to ensure full implementation. Development by the Community School Coordinator.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000
11. Open dialogue and facilitate discussions between school staff and teachers, families, and community about race, ethnicity, culture and equity. Development by the Community School Coordinator.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,500

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- Strengthen and expand support and opportunities for parents/guardians and students to know how to be prepared and ready for the future.
 - o Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019
- Increase student and family connectedness to a safe, supportive, and stable learning environment (State Priority 6)
 - o A local measure will be established to determine the baseline in 2016-2017 for 2017-2018 and 2018-2019.
- Strengthen and create a positive and safe learning environment (State Priority 6).
 - o A local measure will be established to determine the baseline in 2016-2017 for 2017-2018 and 2018-2019.
- Improved student attendance (State Priority 5): The district will increase and then maintain the attendance rate at 95%.
 - o Attendance Rates: 2014-2015 – 92.3% 2015-2016 – 93.9%.
- Improved student chronic absenteeism (State Priority 5): Chronic Absenteeism is when a student is absent 10% of the school year (18 days). The district will decrease the chronic absenteeism rate by 5% each year over the next three years.
 - o Chronic Absenteeism in 2014-2015: 23 (14%)
 - o Chronic Absenteeism in 2015-2016: 26 (18%)
- Improved student tardiness (State Priority 5): Tardys decrease 36.5% from 2014-2015 to 2015-2016. Maintain tardy rate at a maximum of 5.5%
 - o Tardy Rates 2014-2015:
? Tardys: 2,819 Late 30 Minutes: 505 Total: 3,324 (13%)
 - o Tardy Rates 2015-2016:
? Tardys: 1,059 Late 30 Minutes: 325 Total: 1,384 (5.5%)
- Middle School Dropout Rates (State Priority 5): There were no middle school dropouts in 2014-2015 and 1 (one) in 2015-2016. The district will maintain middle school dropout rates of less than 1%.
- Improved discipline incidents (State Priority 6): Insert progress indicator language here.
 - o Discipline Total in 2014-2015: 793 Discipline Total in 2015-2016: 909
- Improved suspension rates (State Priority 6): Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019 measurement to include: Percent of students with one suspension and percent of students with multiple suspensions.
- Expulsion rates (State Priority 6): There were no expulsions in 2014-2015 and 2015-2016. The district will maintain less than 1% of expulsions each year.
- Student and family surveys: Establish baseline in 2016-17 to determine increase for 2017-18 and 2018-19.
 - o Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019.
 - o What is the baseline for this metric?
- The California Healthy Kids Survey, or similar measurement tool (State Priority 6): Determine baseline in 2016-17 for 2017-18, 2018-19.
 - o The California Healthy Kids Survey was last completed in 2008-2009. The district will complete the survey in 2016-2017, which will establish a baseline for 2017-2018 and 2018-2019.
 - o An annual school survey was completed in early spring and results were presented to Trustees in a formal presentation by the PreK -3 Early School Success team indicating the following:

? 91 % of parent and student report feeling safe at school
 ? 94 % of students report that they feel they belong at school
 The district will increase parents and students feeling safe at school and that they feel they belong to school to 95%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement SMCS D Board policy and commitment to enhance and sustain a community school model.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Continue support of community school coordinator. The Community School Coordinator, in collaboration with the Superintendent and Principal, will implement a grant funding source for the continued sustainability of the community school coordinator position.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Community School Coordinator - No Funding Source Identified. 5000-5999: Services And Other Operating Expenditures 0.00
3. Diversify sustainable funding sources to support community school development. Development by the Community School Coordinator.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2. 0.00
4. Use framework to assess, refine and strengthen partnerships and identify gaps and evaluate formal partnership agreements with each organization to support student learning and growth to identify measurable goals, scope of services, staffing, schedules,	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Community School Coordinator - Expense included in Goal 1 Action 2. 0.00

<p>roles and responsibilities, eligibility criteria and communication plan. Development by the Community School Coordinator.</p>		<p>Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>5. Support social and emotional development of children and families through counseling services. Psychologist (0.2 FTE)</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Psychologist (0.20 FTE) Paid by Special Education REs 6500, 6513, 3310, 3327 1000-1999: Certificated Personnel Salaries Special Education \$19,515 Psychologist (0.20 FTE) Employee Benefits 3000-3999: Employee Benefits Special Education \$5,007 Partnership with the Marin Health and Wellness Center 0.00 Counseling Interns 0.00</p>
<p>6. Identify, create, and modify training schedule for tutors and volunteers to support classroom learning. Development by the Community School Coordinator.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Community School Coordinator - Expense included in Goal 1 Action 2. 0.00</p>
<p>7. Support community and business partnerships to increase academic achievement and student engagement in all subject areas including English/language arts, math, science, social studies, visual and performing arts, foreign language, technology, etc). Development by the Community School Coordinator.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Community School Coordinator - Expense included in Goal 1 Action 2. 0.00</p>
<p>8. Support continuing implementation of positive behavior system (such as Positive Behavior Intervention Support-PBIS). Coordinated by Sp Ed teacher and Psychologist.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups:</p>	<p>PBIS Contract Paid by Mental Health Local Grant 0.00 Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,750 Classified Extra Duty Supplemental/Concentration \$4,000 3000-3999: Employee Benefits Supplemental/Concentration \$2,250</p>

		(Specify)	REMOVE ROW
9. Continue implementation program to support students struggling with trauma. Developed by Psychologist.	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)	Psychologist (0.30 FTE) - Expense included in Goal 1, Action 5 0.00
10. Maintain and refresh restorative justice practices and provide coaching to ensure full implementation. Development by the Community School Coordinator.	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)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000
11. Continue open dialogue and facilitate discussions between school staff and teachers, families, and community about race, ethnicity, culture and equity. Development by the Community School Coordinator.	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)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Strengthen and expand support and opportunities for parents/guardians and students to know how to be prepared and ready for the future.
 - o Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019
- Increase student and family connectedness to a safe, supportive, and stable learning environment (State Priority 6)
 - o A local measure will be established to determine the baseline in 2016-2017 for 2017-2018 and 2018-2019.
- Strengthen and create a positive and safe learning environment (State Priority 6).
 - o A local measure will be established to determine the baseline in 2016-2017 for 2017-2018 and 2018-2019.
- Improved student attendance (State Priority 5): The district will increase and then maintain the attendance rate at 95%.
 - o Attendance Rates: 2014-2015 – 92.3% 2015-2016 – 93.9%.
- Improved student chronic absenteeism (State Priority 5): Chronic Absenteeism is when a student is absent 10% of the school year (18 days). The district will decrease the chronic absenteeism rate by 5% each year over the next three years.
 - o Chronic Absenteeism in 2014-2015: 23 (14%)
 - o Chronic Absenteeism in 2015-2016: 26 (18%)
- Improved student tardiness (State Priority 5): Tardys decrease 36.5% from 2014-2015 to 2015-2016. Maintain tardy rate at a maximum of 5.5%
 - o Tardy Rates 2014-2015:
? Tardys: 2,819 Late 30 Minutes: 505 Total: 3,324 (13%)
 - o Tardy Rates 2015-2016:
? Tardys: 1,059 Late 30 Minutes: 325 Total: 1,384 (5.5%)
- Middle School Dropout Rates (State Priority 5): There were no middle school dropouts in 2014-2015 and 1 (one) in 2015-2016. The district will maintain middle school dropout rates of less than 1%.
- Improved discipline incidents (State Priority 6): Insert progress indicator language here.
 - o Discipline Total in 2014-2015: 793 Discipline Total in 2015-2016: 909
- Improved suspension rates (State Priority 6): Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019 measurement to include: Percent of students with one suspension and percent of students with multiple suspensions.
- Expulsion rates (State Priority 6): There were no expulsions in 2014-2015 and 2015-2016. The district will maintain less than 1% of expulsions each year.
- Student and family surveys: Establish baseline in 2016-17 to determine increase for 2017-18 and 2018-19.
 - o Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019.
 - o What is the baseline for this metric?
- The California Healthy Kids Survey, or similar measurement tool (State Priority 6): Determine baseline in 2016-17 for 2017-18, 2018-19.
 - o The California Healthy Kids Survey was last completed in 2008-2009. The district will complete the survey in 2016-2017, which will establish a baseline for 2017-2018 and 2018-2019.
 - o An annual school survey was completed in early spring and results were presented to Trustees in a formal presentation by the PreK -3 Early School Success team indicating the following:

? 91 % of parent and student report feeling safe at school
 ? 94 % of students report that they feel they belong at school
 The district will increase parents and students feeling safe at school and that they feel they belong to school to 95%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement SMCS D Board policy and commitment to enhance and sustain a community school model.	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)	
2. Continue support of community school coordinator. The Community School Coordinator, in collaboration with the Superintendent and Principal, will implement a grant funding source for the continued sustainability of the community school coordinator position.	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)	Community School Coordinator - No Funding Source Identified. 5000-5999: Services And Other Operating Expenditures 0.00
3. Diversify sustainable funding sources to support community school development. Development by the Community School Coordinator.	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)	Community School Coordinator - Expense included in Goal 1 Action 2. 0.00
4. Use framework to assess, refine and strengthen partnerships and identify gaps and evaluate formal partnership agreements with each organization to support student learning and growth to identify measurable goals, scope of services, staffing, schedules,	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Community School Coordinator - Expense included in Goal 1 Action 2. 0.00

<p>roles and responsibilities, eligibility criteria and communication plan. Development by the Community School Coordinator.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Support social and emotional development of children and families through counseling services. Psychologist (0.2 FTE)</p>	<p>All</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>Psychologist (0.20 FTE) Paid by Special Education REs 6500, 6513, 3310, 3327 1000-1999: Certificated Personnel Salaries Special Education \$19,737 Psychologist (0.20 FTE) Employee Benefits 3000-3999: Employee Benefits Special Education \$5,065 Partnership with the Marin Health and Wellness Center 0.00 Counseling Interns 0.00</p>
<p>6. Identify, create, and modify training schedule for tutors and volunteers to support classroom learning. Development by the Community School Coordinator.</p>	<p>All</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>Community School Coordinator - Expense included in Goal 1 Action 2. 0.00</p>
<p>7. Support community and business partnerships to increase academic achievement and student engagement in all subject areas including English/language arts, math, science, social studies, visual and performing arts, foreign language, technology, etc). Development by the Community School Coordinator.</p>	<p>All</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>Community School Coordinator - Expense included in Goal 1 Action 2. 0.00</p>
<p>8. Support continuing implementation of positive behavior system (such as Positive Behavior Intervention Support-PBIS). Coordinated by Sp Ed teacher and Psychologist.</p>	<p>All</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:</p>	<p>PBIS Contract Paid by Mental Health Local Grant 0.00 Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,750 Classified Extra Duty Supplemental/Concentration \$4,000 3000-3999: Employee Benefits Supplemental/Concentration \$2,250</p>

		(Specify)	REMOVE ROW
9. Continue implementation program to support students struggling with trauma. Coordinated by Psychologist.	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)	Psychologist (0.30 FTE) - Expense included in Goal 1, Action 5 0.00
10. Maintain and refresh restorative justice practices and provide coaching to ensure full implementation. Development by the Community School Coordinator.	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)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000
11. Continue open dialogue and facilitate discussions between school staff and teachers, families, and community about race, ethnicity, culture and equity. Development by the Community School Coordinator.	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)	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,500

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

GOAL 3:	Family and Community Engagement Generate active engagement between parents/families and the school, and connections with the community, to promote learning and success.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<ul style="list-style-type: none"> • Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community). • Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement. • Improve communications and connections with family and community stakeholders throughout the district. • Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Parent/family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data. <ul style="list-style-type: none"> o Increased parent/guardian/guardian/ community attendance at district/site meetings/activities: Establish a baseline in 2016-17, determine increase for 2017-18, 2018-19. o Increased parent/guardian educational opportunities: Establish baseline in 2016-17, determine increase for 2017-18, 2018-19 o Increased achievement and reclassification celebrations (Sate Priority 3): Establish baseline 2016-17, determine increase for 2017-18, 2018-19 o Increased frequency of communications between school/district and home (State Priority 3): Establish a baseline 2016-17 to determine the level of parent participation this generates and determine the increase for 2017-2018 and 2018-2019 • Students will connect learning and preparation for their future through the support of informed parent/family and community who are engaged as partners. Improvement will be measured by increases from the Baseline year data. Establish baseline year data is 2016-17 to determine outcomes in 2017-2018 and 2018-2019.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Create family and community engagement plan. Developed by Community School Coordinator.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Supplemental/Concentration \$500

		Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Create and support the necessary parent committees and organizations (such as Parent-Teacher Organization, LCAP Parent Advisory Committee, LCAP District English Learner Committee, School Site Council, etc.) to meet decision-making requirements and support student progress and engagement. Developed by Community School Coordinator.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Supplemental/Concentration \$2,500
3. Recruit and support a family/community liaison position: determine the role and responsibilities of the liaison; utilize grant funding as available to support this position; develop selection criteria (including need for bilingual support and cultural sensitivity) and process; select liaison.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Community Liaison Position Grades TK-8 5000-5999: Services And Other Operating Expenditures Pre K to 3 Grant \$60,000
4. Develop effective communication plan. Developed by Principal and Superintendent.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Principal - Expense included in Goal 2, Action 1 0.00 Superintendent - .60 FTE of the 1.0 FTE Position Expense included in Goal 2, Action 1 0.00
5. Regularly update district and school website. Developed by Vice Principal.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Vice Principal .50 FTE - Expense Included in Goal 2, Action 1 0.00 Tech Support - Partial Expense of Total Contract 5000-5999: Services And Other Operating Expenditures Base \$3,000

		(Specify)	
6. Provide language translation and interpretation for all district and school communications, student progress reports, and parent/family conferences: investigate robust system such as CTS LanguageLink.	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)	4000-4999: Books And Supplies Base \$500 4000-4999: Books And Supplies Title 1 \$500
7. Coordinate increased displays of student work (including academic work, art work etc.). Developed by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Base \$250
8. Facilitate a variety of student performances each year. Developed by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Base \$250
9. Coordinate regular student recognition events. Developed by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Supplemental/Concentration \$1,000

<p>10. Facilitate a variety of culturally relevant events each year. Developed by Community School Coordinator with Principal.</p>	<p>All</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>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00</p> <hr/> <p>4000-4999: Books And Supplies Supplemental/Concentration \$2,000</p>
<p>11. Continue and expand English classes for families. Developed by Community School Coordinator with Principal.</p>	<p>All</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>1000-1999: Certificated Personnel Salaries Base \$3,750</p> <hr/> <p>3000-3999: Employee Benefits Base \$3,750</p> <hr/> <p>Expense included in Goal 2, Action 1 3000-3999: Employee Benefits Base \$2,500</p>
<p>12. Implement training for families to support common core (CCSS) strategies. Developed by Community School Coordinator with Principal.</p>	<p>All</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>Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,000</p> <hr/> <p>Certificated Extra Duty 3000-3999: Employee Benefits Supplemental/Concentration \$250</p> <hr/> <p>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00</p>
<p>13. Implement academic support classes and workshops for families to support student learning at home. Developed by Community School Coordinator with Principal.</p>	<p>All</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>Certificated Extra Duty 0000: Unrestricted Supplemental/Concentration \$1,000</p> <hr/> <p>Certificated Extra Duty 3000-3999: Employee Benefits Supplemental/Concentration \$250</p> <hr/> <p>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00</p>
<p>14. Partner with community organizations to offer parenting classes and workshops for families. Developed by Community School Coordinator with Principal.</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0.00
15. Cultivate leadership development program and opportunities for parents and families. Developed by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Supplemental/Concentration \$500
16. Provide training and workshops for families to participate in the decision-making processes of the school and district to understand LCAP process, School Site Council role and structure, etc. Developed by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Supplemental/Concentration \$500
17. Maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational, campus supervision, etc.) to provide students and staff with a safe, clean and productive environment.	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)	2000-2999: Classified Personnel Salaries Base \$246,584 Employee Mandatory and Health & Welfare Costs included in the Salary Total of \$246,584 3000-3999: Employee Benefits Base 0.00 <hr/> 4000-4999: Books And Supplies Base \$4,000 <hr/> 5000-5999: Services And Other Operating Expenditures Base \$97,952 <hr/> Portion of the transfer Out to the Deferred Maintenance Fund 7000-7439: Other Outgo Base \$20,000
18. Continue walking bus in partnership with Community Service District. Coordinated by Community School Coordinator with Principal.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Base \$250

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
19. Provide nutritious meals for all students.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7000-7439: Other Outgo Supplemental/Concentration \$47,820
20. Align staff, services and systems to support goals of the LCAP and support learning.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Partial Chief Business Official 2000-2999: Classified Personnel Salaries Base \$81,882 <hr/> Chief Business Official 3000-3999: Employee Benefits Base \$46,130 <hr/> Admn Assistant Expense 2000-2999: Classified Personnel Salaries Base \$28,747 <hr/> Admn Assistant Expense 3000-3999: Employee Benefits Base \$18,789

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Parent/family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data. <ul style="list-style-type: none"> o Increased parent/guardian/guardian/ community attendance at district/site meetings/activities: Establish a baseline in 2016-17, determine increase for 2017-18, 2018-19. o Increased parent/guardian educational opportunities: Establish baseline in 2016-17, determine increase for 2017-18, 2018-19 o Increased achievement and reclassification celebrations (Sate Priority 3): Establish baseline 2016-17, determine increase for 2017-18, 2018-19 o Increased frequency of communications between school/district and home (State Priority 3): Establish a baseline 2016-17 to determine the level of parent participation this generates and determine the increase for 2017-2018 and 2018-2019 • Students will connect learning and preparation for their future through the support of informed parent/family and community who are engaged as partners. Improvement will be measured by increases from the Baseline year data. Establish baseline year data is 2016-17 to determine outcomes in 2017-2018 and 2018-2019.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Update plan family and community engagement plan as needed; repeat survey as needed. Developed by Community School Coordinator.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Supplemental/Concentration \$500
2. Schedule and host meetings for the necessary parent committees and organizations (such as Parent-Teacher Organization, LCAP Parent Advisory Committee, LCAP District English Learner Committee, School Site Council, etc.) to meet decision-making requirements and support student progress and engagement. Developed by Community School Coordinator.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Supplemental/Concentration \$2,500
3. Continue to support a family/community liaison position: create and implement work plan to support family and community relationships.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Community Liaison Position Grades TK-8 5000-5999: Services And Other Operating Expenditures Pre K to 3 Grant \$60,000

		Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Implement communication plan: ensure communication with regular updates to the school and district website, newsletters to families and community, and innovative ways to reach families (such as text message); implement communication plan. Developed by Principal and Superintendent.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Principal - Expense included in Goal 2, Action 1 0.00 Superintendent - .60 FTE of the 1.0 FTE Position Expense included in Goal 2, Action 1 0.00
5. Regularly update district and school website.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Vice Principal .50 FTE - Expense Included in Goal 2, Action 1 0.00 Tech Support - Partial Expense of Total Contract 5000-5999: Services And Other Operating Expenditures Base \$3,000
6. Provide language translation and interpretation as needed for all district communication and progress reports.	All	<input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$500 4000-4999: Books And Supplies Title 1 \$500
7. Coordinate increased displays of student work (including academic work, art work etc.). Developed by Community School Coordinator and Principal.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Base \$250

		_ Other Subgroups: (Specify)	
8. Facilitate a variety of student performances each year. Developed by Community School Coordinator and Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Base \$250
9. Coordinate regular student recognition events. Developed by Community School Coordinator and Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 4000-4999: Books And Supplies Supplemental/Concentration \$1,000
10. Coordinate a variety of culturally relevant events each year. Developed by Community School Coordinator and Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 4000-4999: Books And Supplies Supplemental/Concentration \$2,000
11. Continue and expand English classes for families. Developed by Community School Coordinator and Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 1000-1999: Certificated Personnel Salaries Base \$3,750 <hr/> 2000-2999: Classified Personnel Salaries Base \$3,750 <hr/> 3000-3999: Employee Benefits Base \$2,500

<p>12. Implement classes for families to support common core (CCSS) strategies. Developed by Community School Coordinator and Principal.</p>	<p>All</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>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental/Concentration \$250</p>
<p>13. Implement academic support classes and workshops for families to support student learning at home: research opportunities to introduce options (such as collaboration with neighboring districts or other partnerships); survey families about needs; plan for future learning opportunities for families; topics can include reading, math skills, technology, etc. Developed by Community School Coordinator and Principal.</p>	<p>All</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>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental/Concentration \$250</p>
<p>14. Partner with community organizations to offer parenting classes and workshops for families: research opportunities to introduce options (such as collaboration with neighboring districts or other partnerships); survey families about needs; plan for future learning opportunities for families utilizing partnerships. Developed by Community School Coordinator and Principal.</p>	<p>All</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>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00</p>
<p>15. Cultivate leadership development program and opportunities for parents and families. Developed by Community School Coordinator and Principal.</p>	<p>All</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>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00</p> <hr/> <p>4000-4999: Books And Supplies Supplemental/Concentration \$500</p>
<p>16. Provide training and workshops for families to participate in the decision-making processes of the school and district to understand LCAP process, School</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1</p>

<p>Site Council role and structure, etc. Developed by Community School Coordinator and Principal.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>0.00</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$500</p>
<p>17. Maintain facilities, operations and staffing levels (custodians, grounds, maintenance, operations, campus supervision, etc) to provide students and staff with safe, clean, and productive environment.</p>	<p>All</p>	<ul style="list-style-type: none"> <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>2000-2999: Classified Personnel Salaries Base \$251,516</p> <p>Employee Mandatory and Health & Welfare Costs included in the Salary Total of \$251,516</p> <p>3000-3999: Employee Benefits Base 0.00</p> <p>4000-4999: Books And Supplies Base \$4,080</p> <p>5000-5999: Services And Other Operating Expenditures Base \$99,911</p> <p>7000-7439: Other Outgo Base \$20,400</p>
<p>18. Continue walking bus in partnership with Community Service District. Coordinated by Community School Coordinator and Principal.</p>	<p>All</p>	<ul style="list-style-type: none"> <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>Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1</p> <p>0.00</p> <p>4000-4999: Books And Supplies Base \$250</p>
<p>19. Provide nutritious meals for all students.</p>	<p>All</p>	<ul style="list-style-type: none"> <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>7000-7439: Other Outgo Supplemental/Concentration \$47,820</p>
<p>20. Align staff, services and systems to support goals of the LCAP and support learning.</p>	<p>All</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	<p>Partial Chief Business Official 2000-2999: Classified Personnel Salaries Base \$82,815</p> <p>3000-3999: Employee Benefits Base \$29,075</p> <p>Admn Assistant Expense 2000-2999: Classified Personnel Salaries Base \$46,656</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Admn Assistant Expense 3000-3999: Employee Benefits Base \$19,003
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Parent/family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data.
 - o Increased parent/guardian/guardian/ community attendance at district/site meetings/activities: Establish a baseline in 2016-17, determine increase for 2017-18, 2018-19.
 - o Increased parent/guardian educational opportunities: Establish baseline in 2016-17, determine increase for 2017-18, 2018-19
 - o Increased achievement and reclassification celebrations (Sate Priority 3): Establish baseline 2016-17, determine increase for 2017-18, 2018-19
 - o Increased frequency of communications between school/district and home (State Priority 3): Establish a baseline 2016-17 to determine the level of parent participation this generates and determine the increase for 2017-2018 and 2018-2019
- Students will connect learning and preparation for their future through the support of informed parent/family and community who are engaged as partners. Improvement will be measured by increases from the Baseline year data. Establish baseline year data is 2016-17 to determine outcomes in 2017-2018 and 2018-2019.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Update plan family and community engagement plan as needed; repeat survey as needed.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Supplemental/Concentration \$500
2. Schedule and host meetings for the necessary parent committees and organizations (such as Parent-Teacher Organization, LCAP Parent Advisory Committee, LCAP District English Learner Committee, School Site Council, etc.) to meet decision-making requirements and support student progress and engagement.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Supplemental/Concentration \$2,500

3. Continue to support a family/community liaison position: modify role as needed and evaluate impact.	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)	Community Liaison Position Grades PreK-8 5000-5999: Services And Other Operating Expenditures Pre K to 3 Grant \$60,000
4. Implement communication plan: continued implementation of communication plan; update plan as needed.	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)	Principal - Expense included in Goal 2, Action 1 0.00 Superintendent - .60 FTE of the 1.0 FTE Position Expense included in Goal 2, Action 1
5. Regularly update district and school website.	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)	Vice Principal .50 FTE - Expense Included in Goal 2, Action 1 0.00 Tech Support - Partial Expense of Total Contract 5000-5999: Services And Other Operating Expenditures Base \$3,000
6. Provide language translation and interpretation for all district and school communications, student progress reports, and parent/family conferences.	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)	4000-4999: Books And Supplies Base \$500 4000-4999: Books And Supplies Title 1 \$500
7. Coordinate increased displays of student work.	All	<input checked="" type="checkbox"/> All	Community School Coordinator - Expense included in Goal 1

Coordinated by Community School Coordinator with Principal.		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)	Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Base \$250
8. Facilitate a variety of student performances each year. Coordinated by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Base \$250
9. Coordinate regular student recognition events. Coordinated by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Supplemental/Concentration \$1,000
10. Facilitate a variety of culturally relevant events each year. Coordinated by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Supplemental/Concentration \$2,000
11. Continue and expand English classes for families. Coordinated by Community School Coordinator with Principal.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$3,750 2000-2999: Classified Personnel Salaries Base \$3,750 3000-3999: Employee Benefits Base \$2,500
12. Implement training for families to support common core (CCSS) strategies. Coordinated by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,000 3000-3999: Employee Benefits Supplemental/Concentration \$250
13. Implement academic support classes and workshops for families to support student learning at home. Coordinated by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,000 3000-3999: Employee Benefits Supplemental/Concentration \$250
14. Partner with community organizations to offer parenting classes and workshops for families. Coordinated by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00
15. Cultivate leadership development program and opportunities for parents and families. Coordinated by Community School Coordinator with Principal.	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	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Supplemental/Concentration \$500

		_ Other Subgroups: (Specify)	
16. Provide training and workshops for families to participate in the decision-making processes of the school and district to understand LCAP process, School Site Council role and structure, etc. Coordinated by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 <hr/> 4000-4999: Books And Supplies Supplemental/Concentration \$500
17. Maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational, campus supervision, etc.) to provide students and staff with a safe, clean and productive environment.	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)	2000-2999: Classified Personnel Salaries Base \$256,546 <hr/> Employee Mandatory and Health & Welfare Costs included in the Salary Total of \$256,546 3000-3999: Employee Benefits Base 0.00 <hr/> 4000-4999: Books And Supplies Base \$4,162 <hr/> 5000-5999: Services And Other Operating Expenditures Base \$101,909 <hr/> 7000-7439: Other Outgo Base \$20,808
18. Continue walking bus in partnership with Community Service District. Coordinated by Community School Coordinator with Principal.	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)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 <hr/> 4000-4999: Books And Supplies Base \$250
19. Provide nutritious meals for all students.	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)	7000-7439: Other Outgo Supplemental/Concentration \$47,820

<p>20. Align staff, services and systems to support goals of the LCAP and support learning.</p>	<p>All</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>Partial Chief Business Official 2000-2999: Classified Personnel Salaries Base \$83,760</p> <hr/> <p>Chief Business Official 3000-3999: Employee Benefits Base \$29,406</p> <hr/> <p>Admn Assistant Expense 2000-2999: Classified Personnel Salaries Base \$47,188</p> <hr/> <p>Admn Assistant Expense 3000-3999: Employee Benefits Base \$19,219</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Our students will have appropriate and varied communication and language skills. Student all be able to read at the 3rd grade level when they are in 3rd grade.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>School Wide</u>	
Goal Applies to:	Schools: All	-----		
Expected Annual Measurable Outcomes:	Testing Goals for Reading/Writing/Language Arts: 70% proficient, 80% of non-proficient move up one level, at the tested grade level or higher 85% "core" DIBELS at the tested grade level or higher 75% proficient SBAC at the tested grade level or higher	Actual Annual Measurable Outcomes:	<p>1. There was a common ELA adoption purchased in August 2015/16. However, common measures for reading, writing, and language arts outcomes were not established.. Common measures will be implemented for the 2016-17 school year and proficiency will be measured to respond to the proficiency levels described.</p> <p>2. DIBELS data was not collected during 2015-16 school year for ELA or Math. Staffing changes eliminated the testing coordinator who worked directly with the Special Education team to administer DIBELS</p> <p>3. SBAC data indicates that during the first year of baseline data collection, that the range of proficiency by grade level as follows: Grade 3 -ELA 16% Proficient Math 17% Proficient Grade 4- ELA 7% Proficient Math 33% Proficient Grade 5- ELA 53% Proficient Math 61% Proficient Grade 6- ELA 25% Proficient Math 8% Proficient Grade 7 -ELA 0% Proficient Math 0% Proficient Grade 8- ELA 0% Proficient Math 0% Proficient Grade 5 indicates progress toward intended goal of 75% Proficient on SBAC. Focusing on common assessments using Wonders, Math Expressions, and SBAC data with areas of specific focus on standards achievement will be the focus for 2016-17.</p>	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Professional Development/Training for Staff: Continue to support and	Professional Development/Training	Professional Development/Training for Staff: Continue to support and	Professional Development/Training-	

<p>implement GLAD, ELL, Math and Reading training to certificated and classified staff.</p>	<p>5000-5999: Services And Other Operating Expenditures Pre K to 3 Grant \$3,000</p> <p>Bilingual Paraprofessional 5000-5999: Services And Other Operating Expenditures General Fund \$1,000</p> <p>Professional Development/Training 1000-1999: Certificated Personnel Salaries General Fund \$6,000</p>	<p>implement GLAD, ELL, Math and Reading training to certificated and classified staff.</p>	<p>Object 5840 5000-5999: Services And Other Operating Expenditures Pre K to 3 Grant \$3,000</p> <p>Bilingual Paraprofessional-Object Code 5840 Base \$1,000</p> <p>Professional Development/Training-Expense listed in Goal 6, Action 2. 0.00</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Maintain Small class size</p>	<p>Additional Teacher 1000-1999: Certificated Personnel Salaries Title 1 \$92,000</p> <p>Additional Teacher 3000-3999: Employee Benefits \$22,700</p>	<p>Maintained small class sizes.</p>	<p>Expense listed in Goal 6, Action 1 0.00</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Implement SIPPs intervention curriculum school-wide</p>	<p>Training for SIPPS to Staff 1000-1999: Certificated Personnel Salaries General Fund \$2,000</p>	<p>The District implemented SIPPs intervention curriculum school-wide.</p>	<p>Certificated Stipends-Expense listed in Goal 6, Action 1 0.00</p>

	Material and Supplies for SIPPS 4000-4999: Books And Supplies MCF grants \$5,000		4000-4999: Books And Supplies MCF grants \$900
Scope of Service School-Wide		Scope of Service School-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Provide Targeted ELL support	Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries General Fund \$16,000 Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Title 1 \$16,000 Bilingual Paraprofessional 3000-3999: Employee Benefits General Fund \$16,000	The district provided ELL support with a Bilingual Paraprofessional.	Base expense for Bilingual Paraprofessional listed in Goal 6, Action 1. 0.00 2000-2999: Classified Personnel Salaries Title 1 \$22,196 3000-3999: Employee Benefits Title 1 \$10,140
Scope of Service School-Wide		Scope of Service School-Wide	
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Implement "Marin City Reads" reading incentive program	Supplies and Materials 4000-4999: Books And Supplies Title 1 \$3,000	The "Marin City Reads" reading incentive program was implemented.	4000-4999: Books And Supplies Title 1 \$4,461
Scope of Service School-Wide		Scope of Service School-Wide	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>5. Low income pupils; Foster youth; English learners; Re-designated fluent English proficient pupils, which in our district this represents 90% of our students, so ALL: The District will be meeting and providing additional services District wide by providing counseling, health services, tutoring and athletic services beyond the regular school day/programs.</p>	<p>District Wide Counseling /Tutoring /Health Services/Community Based Services</p> <p>Note:\$150K above target amount 1000-1999: Certificated Personnel Salaries General Fund \$93,000</p> <p>District Wide Counseling /Tutoring /Health Services/Community Based Services 3000-3999: Employee Benefits General Fund \$20,000</p> <p>District Wide Counseling /Tutoring /Health Services/Community Based Services 5000-5999: Services And Other Operating Expenditures General Fund \$30,000</p> <p>District Wide Counseling /Tutoring /Health Services/Community Based Services/Athletic Services 2000-2999: Classified Personnel Salaries General Fund \$7,000</p>	<p>Certificated and classified support staff were provided to support students in the areas of counseling, health services, tutoring and athletic services beyond the regular school day/programs.</p>	<p>Counseling services expenses listed in Goal __, Action __. 0.00</p> <p>Certificated and classified stipend expenses listed in Gaol 6, Action 1. 0.00</p> <p>Contract services to support this action-Obj 5840 5000-5999: Services And Other Operating Expenditures Base \$20,726</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>6. The District will be providing additional teaching support to maintain small classroom in order to better serve the students population.</p>	<p>Teaching Staff Support (Certificated/Classified)</p> <p>Note: We are able to target our whole student population which consists of over 90% free reduced/ELL/etc and needs the additional support 1000-1999: Certificated Personnel Salaries General Fund \$75,000</p> <p>Teaching Staff Support (Certificated/Classified) 2000-2999: Classified Personnel Salaries General Fund \$45,000</p> <p>Teaching Staff Support (Certificated/Classified) 3000-3999: Employee Benefits General Fund \$28,000</p>	<p>The District provided additional instructional support to maintain small classroom in order to better serve the student population.</p>	<p>Certificated and classified support expenses listed in Goal 6, Action 1. 0.00</p>
<p>Scope of Service School-Wide</p> <hr/> <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>Scope of Service School-Wide</p> <hr/> <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>7. Safety/Facilities</p>	<p>Safety/Facilities/Maintenance/etc. District Wide 2000-2999: Classified Personnel Salaries Facilities \$147,000</p> <p>Safety/Facilities/Maintenance/etc. District Wide 3000-3999: Employee Benefits Facilities \$54,000</p> <p>Safety/Facilities/Maintenance/etc. District Wide 4000-4999: Books And Supplies Facilities \$8,000</p>	<p>The district provided safe facilities for students and staff.</p>	<p>Resource 8150, Routine Restricted Maintenance, Facilities \$255,686</p> <p>Excludes estimate for WCA expense. \$145,262</p>

	Safety/Facilities/Maintenance/etc. District Wide 5000-5999: Services And Other Operating Expenditures Facilities \$53,000		
Scope of Service School-Wide		Scope of Service School-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
8. District Wide Behavioral Program/Plan	Training/Supplies/Materials 5000-5999: Services And Other Operating Expenditures General Fund \$6,000	Plan was not implemented in Year 1 of plan. It is anticipated that implementation will occur in 2016-2017.	
Scope of Service		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)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 2 from prior year LCAP:	Increase student proficiency in math as measured by SIBA, Expressions, MDTP and SBAC. The District's goal is to have all 8th graders doing Allegra level math.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 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 <u>School Wide</u>	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	75% Proficient SIBA (3-5 grade) 90% move up one-level (3-5) 70% pre-algebra readiness on MDTP (6th and 7th grade) 65% algebra readiness on MDTP (8th grade) 70% proficient on SBAC	Actual Annual Measurable Outcomes: 1. Study Island was not utilized during the 2015-16 school year, so there is no data to report for grades 3-5 2. No data available 3. MDTP-Mathematical Readiness Test from UC San Diego was not utilized so there is not data available for grades 6 & 7 4. SBAC scores for grades 3-8 indicate the following proficiency: Grade 3-17% Proficient Grade 4-33% Proficient Grade 5-61% Proficient Grade 6-8% Proficient Grade 7-0% Proficient Grade 8-0% Proficient Both fourth and fifth grade students are moving toward the established 70% proficiency target. Math Expressions and formal math programs and assessments should be utilized in addition to SBAC results.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Maintain small class sizes	Teaching/Professional Expert 1000-1999: Certificated Personnel Salaries General Fund \$85,000 Student Assessment Tools 4000-4999: Books And Supplies Lottery \$6,000 Expressions~ Student Assessment	Maintain and support small class sizes.	Base expense listed in Goal 6, Action 1. 0.00 Student Assessment Tools-Lottery Unrestricted Lottery \$10,597 Expressions~ Student Assessment Tool/Materials 4000-4999: Books And Supplies Title 1 \$5,555

		Tool/Materials 4000-4999: Books And Supplies Lottery \$5,000		
Scope of Service	School Wide		Scope of Service	School Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Personalize math instruction through the use of technology		Expressions/Student Assessment Tools 4000-4999: Books And Supplies Lottery \$6,000	Supplies were provided to personalize math instruction through the use of technology.	Resource - Unrestricted Lottery 4000-4999: Books And Supplies Lottery \$4,870
Scope of Service	School Wide		Scope of Service	School Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 3 from prior year LCAP:	Increase parent involvement during the school day and at school events	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>School Wide</u>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	90% of parents will attend one or more school events and volunteer at least one-hour	Actual Annual Measurable Outcomes:	<p>1. Parents have traditionally participated in the teacher led parent education sessions with 90% attendance. They also attend Back to School Night and Open House. On May 26, 2016, an overwhelming number of families attended the International festival coordinated by two primary teachers Jenn Banks and Emily Matto. The event brought the community together with student performances, "passport" activities to learn about all the cultures in the school including Haiti, Africa, Brazil, France, Philippines, Vietnam, Guatemala, Yemen, Ghana, Pakistan. Parents prepared authentic food from their cultures, music set the tone for the celebration.</p> <p>2. Parents as classroom volunteers has not been developed nor has a PTA or DELAC advisory. Through P3 grant funds, a Family Engagement Coordinator will be hired to expand family support and participation within the school day. Parents as partners in education is the goal.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Parent involvement; School climate Increase parent participation in the education of our students	Parent Aides/Noon Duty Aides 2000-2999: Classified Personnel Salaries General Fund \$53,000	Parent Aides/Noon Duty Aides and Parent Liasion provided for parent involvement.	2000-2999: Classified Personnel Salaries Base \$61,500
	Parent Liasion 2000-2999: Classified Personnel Salaries Pre K to 3 Grant \$13,000		3000-3999: Employee Benefits Base \$13,530
			Parent Liasion 2000-2999: Classified Personnel Salaries Pre K to 3 Grant \$21,361

			Parent Liasion 3000-3999: Employee Benefits Pre K to 3 Grant \$4,990
<p>Scope of Service School Wide</p> <hr/> <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>Scope of Service School Wide</p> <hr/> <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>	
2. Development of Full Service Community Based programs	Supplies/Materials 4000-4999: Books And Supplies Title 1 \$1,000		
<p>Scope of Service LEA-Wide</p> <hr/> <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>	
3. Provide school-wide cultural and educational activities	Supplies/Materials 4000-4999: Books And Supplies Title 1 \$500	Supplies and materials were provided for school-wide cultural and educational activities.	Supplies/Materials 4000-4999: Books And Supplies Title 1 \$500
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service School Wide</p> <hr/> <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>	

_ Other Subgroups: (Specify)				
4. Provide academic-content specific parent education nights		Supplies/Materials 4000-4999: Books And Supplies Title 1 \$500	Supplies and materials were provided academic-content specific parent education nights.	4000-4999: Books And Supplies Title 1 \$500
Scope of Service	School-Wide		Scope of Service	School-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 4 from prior year LCAP:	Increase student attendance rates	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>School Wide</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	90% actual attendance rate	Actual Annual Measurable Outcomes: 1. CBEDS 2015 indicate a 92.5% attendance rate which exceeds the goal of 90% established.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Provide positive student attendance rewards and recognition	Community Liaison 2000-2999: Classified Personnel Salaries General Fund \$18,500 Community Liaison 2000-2999: Classified Personnel Salaries Title 1 \$18,500 School Site Secretary/Assistant 2000-2999: Classified Personnel Salaries General Fund \$48,000 Community Liaison/School Site Secretary 3000-3999: Employee Benefits General Fund \$29,000	Community Liaison-Base expense listed in Goal 6, Action 1 0.00 Community Liaison 2000-2999: Classified Personnel Salaries Title 1 \$37,805 Community Liaison 2000-2999: Classified Personnel Salaries Title 1 \$20,117 School Site Secretary/Assistant-Base expense listed in Goal 3, Action 1 0.00
Scope of Service	School-Wide	Scope of Service School-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Partner with Marin Housing Authority to improve attendance rates		Teh district Partnered with Marin Housing Authority to improve attendance rates (No cost)	
Scope of Service School-Wide		Scope of Service School-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Utilize parent/community liaisons and school counselor to effectively identify and work with parents and students of eliminating factors that affect student attendance.	Nutrition/Cafeteria 7000-7439: Other Outgo General Fund \$60,000 Custodial/Cafeteria Supplies 7000-7439: Other Outgo General Fund \$20,000	Meals were provided to all students in an effort to eliminate factors that affect student attendance.	7000-7439: Other Outgo Base \$52,101
Scope of Service School-Wide		Scope of Service School-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 5 from prior year LCAP:	Parents and students will feel safe at and connected to the school		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>School Wide</u>	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% of parents and students report feeling safe at school 80% of students report that they feel they belong at school	Actual Annual Measurable Outcomes:	1. An annual school survey was completed in early spring and results were presented to Trustees in a formal presentation by the PreK -3 Early School Success team indicating the following: 91 % of parents and students report feeling sate at school 94 % of students report that they feel they belong at school This indicates exceeding based on the expected measurable outcome.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Comprehensive school counseling services will be provided	Full Time School Psychologist 1000-1999: Certificated Personnel Salaries General Fund \$92,000	The School Psychologist provided comprehensive school counseling services to students> In additon to interns and support from the Health and Wellness Center (no cost).	RE 3310, 6500 and 6513. Obj 1210 1000-1999: Certificated Personnel Salaries Special Education \$92,936 3000-3999: Employee Benefits Special Education \$22,178	
Scope of Service	District Wide	Scope of Service	District Wide	
<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education Pupils		

<p>2. Students will be recognized for positive actions on a regular basis at school assemblies</p>	<p>Assemblies /Parent /Community Events</p> <p>4000-4999: Books And Supplies Title 1 \$3,000</p>	<p>Supplies were provided for student recognition at school assemblies.</p>	<p>4000-4999: Books And Supplies Title 1 \$3,000</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Develop and implement a school-wide character education and discipline program</p>		<p>School district administrators began the process of developing and implementing a school-wide character education and discipline program.</p>	
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Provide opportunities for students to take on and display leadership skills throughout the school</p>	<p>Student Council Stipends/Supplies</p> <p>4000-4999: Books And Supplies</p> <p>General Fund \$3,000</p>	<p>Student leadership opportunities were provided through Student Council.</p>	<p>Certificated Stipend 1000-1999: Certificated Personnel Salaries Base \$2,000</p> <p>3000-3999: Employee Benefits Base \$285</p> <p>4000-4999: Books And Supplies Base \$500</p>

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

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

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

Original GOAL 6 from prior year LCAP:	All students will have access to courses taught by appropriately credentialed - high quality instructors using relevant high quality measures.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	All teachers will be appropriately credentialed All students will have access to high quality instructional materials	Actual Annual Measurable Outcomes: 1. All teachers are appropriately credentialed. In the K-8 model of instruction, all teachers have multiple subject credentials. 2. All students have access to high quality instructional materials as the district purchased a common standards based program for both ELA, Wonders, and Math, Math Expressions to ensure common core aligned instructional materials and assessment tools.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Develop curriculum maps for student success	Certificated Staff 1000-1999: Certificated Personnel Salaries General Fund \$1,000,000 Staff/Paraprofessional 2000-2999: Classified Personnel Salaries General Fund \$500,000 Instructional Staff 3000-3999: Employee Benefits General Fund \$350,000	Certificated and classified staff provided support for development of curriculum maos for student success, 1000-1999: Certificated Personnel Salaries Base \$1,024,137 3000-3999: Employee Benefits Base \$184,593 2000-2999: Classified Personnel Salaries Base \$421,517 3000-3999: Employee Benefits Base \$106,264
Scope of Service	School-Wide	Scope of Service School-Wide
<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners

<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
2. Provide high caliber staff development opportunities for staff around elevated site level goals		Provided staff development opportunities for staff around elevated site level goals.	Object 5240 5000-5999: Services And Other Operating Expenditures Base \$770 Object 5240 5000-5999: Services And Other Operating Expenditures Title 1 \$1,270				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>School-Wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School-Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>School-Wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School-Wide	
Scope of Service	School-Wide						
Scope of Service	School-Wide						
3. Provide each student with a properly credentialed and trained teacher		The district provided properly credentialed and trained teachers.	Expense listed in G1, A2, G6, A1(Above) 0.00				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>School-Wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School-Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>School-Wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School-Wide	
Scope of Service	School-Wide						
Scope of Service	School-Wide						
4. Provide high quality instructional materials to students that support acquisition of skills and knowledge	Instructional Materials 4000-4999: Books And Supplies General Fund \$8,000	Textbooks were provided to students that support acquisition of skills and knowledge around the common core.	Object 4100 4000-4999: Books And Supplies Base \$6,000 Object 4100 4000-4999: Books And				

<p>around the common core</p>	<p>Instructional Materials 4000-4999: Books And Supplies Lottery \$10,000 Instructional Materials 4000-4999: Books And Supplies Title 1 \$10,000 Librarian 2000-2999: Classified Personnel Salaries General Fund \$25,000</p>		<p>Supplies Title 1 \$6,914 Restricted Lottery Object 4100 4000- 4999: Books And Supplies Lottery \$6,906</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-Wide</p> <hr/> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$303,000</u>
<p>Our district has additional personnel such as Student Intervention Facilitator and additional certificated staff (instructional assistants). These individuals assist with the social, emotional, behavioral and unique issues that impact the students’ ability to learn. The Student Intervention Facilitator (SIF) acts as the community liaison between the school, parents and community towards addressing and improving the parent involvement, student attendance, behavioral, academics, nutrition, etc.</p> <p>Resources will be focused primarily on instruction and related expenses, professional development aligned with the Common Core State Standards, services to support social and emotional health and safety of students, communication, college and career readiness, and parent education and outreach. These include but are not limited to:</p> <ul style="list-style-type: none"> • Professional development and support on Common Core State Standards (CCSS), Positive Behavior and Climate, English Learner Instruction and Cultural Responsiveness. • Systemwide communication practices and celebrations. • Kindergarten readines • Response to Instruction and Intervention. • Parent outreach and education. • Technology access and professional development. • Campus supervision, safety and school climate. 	

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.

28.4	%
7	

The Sausalito Marin City School District's minimum proportionality percentage is 28.47%. The District in meeting the minimum proportionality for English Learners, Low Income Students and Foster Youth ensures equity. We recognize the need to improve and expand services for our most at risk students.

The following actions and services are designed specifically to increase achievement for English Learners, Low Income Students and Foster Youth. The District will focus energy and resources in three key areas that address the 8 LCFF priorities:

- Pupil Outcomes
- Engagement
- Conditions of Learning

Specific actions to support these key areas include, but are not limited to, increased access to college and career activities, access to instruction in arts, targeted intervention and support, counseling services, parent education and professional development related to English Language Development (ELD) instructional strategies.

Detailed action steps for subgroups include, but are not limited to:

- Monitoring, recognizing and celebrating English learner achievement and progress toward reclassification.
- Support for subgroups to engage in college, career and civic readiness activities.
- Support, outreach and communication with students and parents of subgroups to increase participation in extra/cocurricular activities and programs and full participation in all academic programs.
- Offering childcare, food, and materials at parent meetings at multiple times to support the varied schedules of parents.
- Increased parent education classes and networking opportunities to become familiar with district/community resources.
- Professional development and opportunities for EL parents to learn about the reclassification process and Dual Language program available in English and Spanish.
- Increased educational counseling for foster youth and assistance to attend schools (transportation, clothing).
- Assessing and expanding outreach to foster youth advocates and partnering agencies.
- Support for all students to have healthy and nutritious meals.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Funding Sources	3,113,700.00	2,576,067.00	3,834,313.00	3,901,521.00	3,988,184.00	11,724,018.00
	22,700.00	145,262.00	0.00	0.00	0.00	0.00
Base	0.00	1,894,923.00	2,846,126.00	2,950,844.00	3,030,125.00	8,827,095.00
Facilities	262,000.00	255,686.00	0.00	0.00	0.00	0.00
General Fund	2,636,500.00	0.00	0.00	0.00	0.00	0.00
Lottery	27,000.00	22,373.00	34,000.00	34,000.00	34,000.00	102,000.00
MCF grants	5,000.00	900.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	9,000.00	0.00	0.00	9,000.00
Pre K to 3 Grant	16,000.00	29,351.00	87,433.00	87,433.00	87,433.00	262,299.00
Special Education	0.00	115,114.00	163,463.00	163,463.00	163,463.00	490,389.00
Supplemental/Concentration	0.00	0.00	468,754.00	440,244.00	447,626.00	1,356,624.00
Title 1	144,500.00	112,458.00	197,983.00	197,983.00	197,983.00	593,949.00
Title II	0.00	0.00	22,521.00	22,521.00	22,521.00	67,563.00
Title III	0.00	0.00	5,033.00	5,033.00	5,033.00	15,099.00
TSG	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	3,113,700.00	2,576,067.00	3,834,313.00	3,901,521.00	3,988,184.00	11,724,018.00
	0.00	412,545.00	1,143,202.00	1,212,992.00	1,308,005.00	3,664,199.00
0000: Unrestricted	0.00	0.00	1,000.00	0.00	0.00	1,000.00
1000-1999: Certificated Personnel Salaries	1,445,000.00	1,119,073.00	972,603.00	983,843.00	994,680.00	2,951,126.00
2000-2999: Classified Personnel Salaries	907,000.00	584,496.00	672,601.00	702,232.00	710,686.00	2,085,519.00
3000-3999: Employee Benefits	519,700.00	341,980.00	478,519.00	458,677.00	469,748.00	1,406,944.00
4000-4999: Books And Supplies	69,000.00	40,106.00	78,746.00	93,826.00	78,908.00	251,480.00
5000-5999: Services And Other Operating Expenditures	93,000.00	25,766.00	405,134.00	367,043.00	342,841.00	1,115,018.00
7000-7439: Other Outgo	80,000.00	52,101.00	82,508.00	82,908.00	83,316.00	248,732.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	3,113,700.0 0	2,576,067.0 0	3,834,313.0 0	3,901,521.0 0	3,988,184.0 0	11,724,018. 00
		0.00	145,262.00	0.00	0.00	0.00	0.00
	Base	0.00	1,000.00	1,003,985.0 0	1,070,051.0 0	1,125,344.0 0	3,199,380.0 0
	Facilities	0.00	255,686.00	0.00	0.00	0.00	0.00
	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
	Lottery	0.00	10,597.00	0.00	0.00	0.00	0.00
	Special Education	0.00	0.00	139,217.00	138,941.00	138,661.00	416,819.00
	Supplemental/Concentration	0.00	0.00	0.00	4,000.00	44,000.00	48,000.00
0000: Unrestricted	Supplemental/Concentration	0.00	0.00	1,000.00	0.00	0.00	1,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	1,026,137.0 0	892,215.00	902,235.00	912,370.00	2,706,820.0 0
1000-1999: Certificated Personnel Salaries	General Fund	1,353,000.0 0	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Pre K to 3 Grant	0.00	0.00	10,000.00	10,000.00	10,480.00	30,480.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	92,936.00	19,295.00	19,515.00	19,737.00	58,547.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	0.00	0.00	8,150.00	9,150.00	9,150.00	26,450.00
1000-1999: Certificated Personnel Salaries	Title 1	92,000.00	0.00	28,457.00	28,457.00	28,457.00	85,371.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	14,486.00	14,486.00	14,486.00	43,458.00
1000-1999: Certificated Personnel Salaries	TSG	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	483,017.00	458,264.00	486,880.00	494,492.00	1,439,636.0 0
2000-2999: Classified Personnel Salaries	Facilities	147,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	General Fund	712,500.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Pre K to 3 Grant	13,000.00	21,361.00	480.00	480.00	0.00	960.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	0.00	0.00	114,965.00	115,980.00	117,302.00	348,247.00
2000-2999: Classified Personnel Salaries	Title 1	34,500.00	80,118.00	92,919.00	92,919.00	92,919.00	278,757.00
2000-2999: Classified Personnel Salaries	Title II	0.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	21,496.00	101,452.00	103,411.00	120,409.00	325,272.00
5000-5999: Services And Other Operating Expenditures	Facilities	53,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	37,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	9,000.00	0.00	0.00	9,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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