

**Introduction:**

LEA: Bolinas-Stinson Union Email: www.bolinas-stinson.org Phone: (415) 868-1603 LCAP Year: 2015-18

***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

*Parental involvement: efforts to seek parent input in decision making at the district and each school site, 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 52055(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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
The process to be used to develop the LCAP for Bolinas-Stinson was reviewed at Board Meetings	Has ensured board is clear on the process of developing the LCAP.
<b>Annual Update:</b> Placeholder: The Board conducted a retreat during which priorities were re-evaluated. Original goals were re-considered in light of the logical connection between priorities, actions and metrics.	<b>Annual Update:</b>
<b>Involvement Process</b>	<b>Impact on LCAP</b>
A questionnaire was created and distributed to all staff and the parent community. The questionnaire was built around 8 priorities grouped into the three main categories.	Provided a vehicle for community and staff to identify needs, which has helped inform the development of the LCAP. Twelve responses were received with six pages of comments. Comments received regarding improvement of conditions of learning, improvement of pupil outcomes and have helped develop our needs.
<b>Annual Update:</b> The results of the questionnaire indicated that goals should be updated or added to include priorities that are reflected in the 15-16 LCAP.	<b>Annual Update:</b> All four goals in the 14-15 LCAP are supported by information gleaned in the survey.
<b>Involvement Process</b>	<b>Impact on LCAP</b>
District Administration reviewed results of questionnaire as a part of the process to determine community and staff needs and interests.	District administration was able to identify themes and interests from the Bolinas-Stinson school community. There were 8 comments or questions about our ELL program leading the District to add a goal for ELL.



<b>Involvement Process</b>	<b>Impact on LCAP</b>
District administration collected available assessment information (STAR, API, AYP) to determine needs. District developed goals based on current data and input received via questionnaire from community and staff	As a result of the survey, the District has determined that a thorough and complete analysis of EL support must be conducted including a review of CELDT and CST results. An annual report to the Board is needed.
<b>Involvement Process</b>	<b>Impact on LCAP</b>
District administration developed draft goals based on needs and input from community and staff.	Allowed administration to consolidate thinking on Needs, Goals and Actions.
<b>Involvement Process</b>	<b>Impact on LCAP</b>
Meeting with staff, bargaining units to review LCAP and obtain input making changes as needed.	Staff provided little input regarding the draft LCAP.
<b>Involvement Process</b>	<b>Impact on LCAP</b>
Meeting with School Site Council to obtain input and make changes as needed.	Members of the School Site council reviewed the draft LCAP and provided no new input and/or suggestions.
<b>Involvement Process</b>	<b>Impact on LCAP</b>
Board holds a public hearing on LCAP	Members of the public attending the public hearing supported the draft LCAP document.
<b>Involvement Process</b>	<b>Impact on LCAP</b>
Board approves LCAP	Board members approved the 2014-15 Local Control Accountability Plan

## ***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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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



GOAL:	Improve parent participation in school programs especially among families of English Learners and those who participate in the free and reduced lunch program.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<b>Identified Need:</b> Improve parent communication <b>Metric:</b> Parent Participation ( Improved Parent participation in PTO, School Site Council, and ELAC as measured by attendance at meetings, special events, parent education opportunities, and classroom volunteers.) , Suspension Rate, Expulsion Rate			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Low Income, English Learners		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	The school will establish a baseline level of parent participation in terms of participation in school wide and classroom activities. Throughout the year we will measure increases in participation. Students will benefit because improve parent outreach will support strengthened teacher-family relationships and will allow staff to understand circumstances effecting children's experiences and achievement in school and will be better able to attend to individual student needs.			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
	Staff will draft master list of participation opportunities.	LEA-wide Continued benefit with improved parental involvement	<input checked="" type="checkbox"/> All	Est.Cost: \$323 Funding Source(s): F01OBJ2404: 323
	Staff will create a record of parent participation and measure changes in the level of participation throughout the year.	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$500 Funding Source(s): F01OBJ2404: 500
	Amend the website so that parents can readily see links to participation opportunities.	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$15,844 Funding Source(s): F01 R5830: 15,844

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Continued benefit with improved parental involvement		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will edit list as needs and options change.	LEA-wide	✓All	Est.Cost: \$323
			Funding Source(s): F01OBJ2404: 323
Compare participation rates against the previous school year and reassess efforts accordingly.	LEA-wide	✓All	Est.Cost: \$500
			Funding Source(s): F01OBJ2404: 500
Edit website as participation information indicates,	LEA-wide	✓All	Est.Cost: \$15,844
			Funding Source(s): F01 R5830: 15,844

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	No Entry		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will edit list as needs and options change.	LEA-wide	✓All	Est.Cost: \$323
			Funding Source(s): F01OBJ2404: 323
Compare participation rates against the previous school year and reassess efforts accordingly.	LEA-wide	✓All	Est.Cost: \$500
			Funding Source(s): F01OBJ2404: 500
Edit website as participation information indicates,	LEA-wide	✓All	Est.Cost: \$15,844
			Funding Source(s): F01 R5830: 15,844

GOAL:	Implement reading and mathematics programs that are articulated from grade to grade, consistent with the common core and designed to ensure grade level proficiency based on local and state standards.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	<b>Identified Need:</b> The school is in need of reliable methods of measuring student mastery of core material at various stages so that core instruction and intervention can be provided for individual students. <b>Metric:</b> Teacher Misassignment, Standards-aligned Materials, Standardized Tests, API Scores, EL Reclassification Rate, At or above grade level		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Students will demonstrate improved mastery of content in math and reading as measured by local formative reading assessments, local formative math assessments and test results. There will be no teacher misalignments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide on-going staff development opportunities for instructional staff. Use assessment data to inform instruction in reading.	Elementary	<input checked="" type="checkbox"/> All	Est.Cost: \$1,038,948 Funding Source(s): D2-709: 18,127 F01 R3010: 25,075 F01 O5200: 4,500 Fund 01: 870,396 Object2110: 105,591 F01OBJ2110: 11,259 Title I-A-: 4,000
Staff will collaborate in determining math benchmarks at approximately each grade level and will implement a system of formative assessment to identify student achievement of those benchmarks	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$69,526 Funding Source(s): F01OBJ1311: 69,526 Object2110: 0
Administration will collaborate with teachers to determine math benchmarks at approximately each grade level.	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$69,526 Funding Source(s): Fund 01: 0 F01OBJ1311: 69,526 Fund 01: 0

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Students will demonstrate improved mastery of content in math and reading as measured by local formative reading assessments, local formative math assessments and test results. There will be no teacher misalignments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use and adjust reading assessments; use information to inform instruction for individual students.	Elementary	✓All	Est.Cost: \$1,032,948 Funding Source(s): D2-709: 18,127 F01 R3010: 25,075 F01 O5200: 2,500 Fund 01: 870,396 Object2110: 105,591 F01OBJ2110: 11,259 Title I-A-: 0
Staff will update assessments as necessary to ensure that they accurately measure student attainment of benchmark goals. Staff will also use assessment data to support students at all levels.	LEA-wide	✓All	Est.Cost: \$69,526 Funding Source(s): F01OBJ1311: 69,526 Object2110: 0
Staff will update and amend benchmarks as necessary and use assessment data to determine instructional needs of each student.	LEA-wide	✓All	Est.Cost: \$69,526 Funding Source(s): Fund 01: 0 F01OBJ1311: 69,526 Fund 01: 0



LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Students will demonstrate improved mastery of content in math and reading as measured by local formative reading assessments, local formative math assessments and test results. There will be no teacher misalignments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use and adjust reading assessments; use assessment information to inform instruction for individual students.	Elementary	✓All	Est.Cost: \$1,031,448 Funding Source(s): D2-709: 18,127 F01 R3010: 25,075 F01 O5200: 1,000 Fund 01: 870,396 Object2110: 105,591 F01OBJ2110: 11,259 Title I-A-: 0
Staff will update assessments as necessary to ensure that they accurately measure student attainment of benchmark goals. Staff will also use assessment data to support students at all levels.	LEA-wide	✓All	Est.Cost: \$69,526 Funding Source(s): F01OBJ1311: 69,526 Object2110: 0
Staff will update and amend benchmarks as necessary and use assessment data to determine instructional needs of each student.	LEA-wide	✓All	Est.Cost: \$69,526 Funding Source(s): Fund 01: 0 F01OBJ1311: 69,526 Fund 01: 0

GOAL:	Increase student engagement and creativity by providing robust, diverse and in-depth arts instruction.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ <input checked="" type="checkbox"/> 6__ 7__ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<b>Identified Need:</b> Maintain arts programs for all students in order to develop deeper understanding of concepts in all curricular areas. <b>Metric:</b> Student Access and Enrollment ( Improves access to a broad course of study) , Other Tests ( Improvement in established performance metrics. ) , School Attendance Rates, Chronic Absenteeism Rate, Dropout Rate			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	Students will demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas.			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
Implement a schedule that provides for longer period of arts instruction for students in grades 6, 7 and 8	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$94,413 Funding Source(s): F01OBJ1110: 54,619 F01OBJ2110: 39,794	
Continue the art shops program so that students have access to a diverse arts curriculum.	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$157,355 Funding Source(s): F01OBJ1110: 91,032 F01OBJ2110: 66,323	

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Students will demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate schedule and adjust as necessary to ensure in-depth arts instruction.	LEA-wide	✓All	Est.Cost: \$94,413 Funding Source(s): F01OBJ1110: 54,619 F01OBJ2110: 39,794
Continue the art shops program so that students have access to a diverse arts curriculum.	LEA-wide	✓All	Est.Cost: \$157,355 Funding Source(s): F01OBJ1110: 91,032 F01OBJ2110: 66,323
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Students will demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate schedule and adjust as necessary to ensure in-depth arts instruction.	LEA-wide	✓All	Est.Cost: \$94,413 Funding Source(s): F01OBJ1110: 54,619 F01OBJ2110: 39,794
Continue the art shops program so that students have access to a diverse arts curriculum.	LEA-wide	✓All	Est.Cost: \$157,355 Funding Source(s): F01OBJ1110: 91,032 F01OBJ2110: 66,323

GOAL:	Continue to develop an environmentally sustainable school culture in which student can see the connection between their own health, the health of the community and the planet.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Other local measures,
Identified Need :	<u>Identified Need:</u> Students can benefit by a greater awareness of their roles in maintaining their own health and that of the community. <u>Metric:</u> Student awareness ( Students will demonstrate an understanding of how their actions affect themselves and the world around them. )		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Students will have more frequent experience in accessing curriculum in an outdoor setting and thus making use of the natural world in building understanding in all subject areas. Survey data and teacher observation can be used to measure progress toward this goal		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish baseline data by reviewing California Healthy Kids Survey and staff observations.	LEA-wide	✓All	Est.Cost: \$7,800 Funding Source(s): FO10BJ5849: 7,800
Hire a garden coordinator for the end of 2014-2015 school year.	LEA-wide	✓All	Est.Cost: \$2,500 Funding Source(s): FO10BJ1160: 2,500
In conjunction with Green Team, implement Wellness Committee objectives for the year.	LEA-wide	✓All	Est.Cost: \$500 Funding Source(s): Fund 13: 500
Continue to develop waste management education efforts on campus. Gather data on efficacy of recycling/ composting program	LEA-wide	✓All	Est.Cost: \$0 Funding Source(s):

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Students will have more frequent experience in accessing curriculum in an outdoor setting and thus making use of the natural world in building understanding in all subject areas. Survey data and teacher observation can be used to measure progress toward this goal		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Plan social emotional education experiences for students and staff	LEA-wide	✓All	Est.Cost: \$7,800 Funding Source(s): FO10BJ5849: 7,800
Collaborate with staff to facilitate use of garden and outside areas to support student learning in all curricular areas.	LEA-wide	✓All	Est.Cost: \$2,500 Funding Source(s): FO10BJ1160: 2,500
In conjunction with Green Team, implement Wellness Committee objectives for the year.	LEA-wide	✓All	Est.Cost: \$500 Funding Source(s): Fund 13: 500
Evaluate data relate to recycling/ composting and amend the program as needed.	LEA-wide	✓All	Est.Cost: \$0 Funding Source(s):



LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Students will have more frequent experience in accessing curriculum in an outdoor setting and thus making use of the natural world in building understanding in all subject areas. Survey data and teacher observation can be used to measure progress toward this goal		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Plan social emotional education experiences for students and staff	LEA-wide	✓All	Est.Cost: \$7,800 Funding Source(s): F01OBJ5849: 7,800
Collaborate with staff to facilitate use of garden and outside areas to support student learning in all curricular areas.	LEA-wide	✓All	Est.Cost: \$2,500 Funding Source(s): F01OBJ1160: 2,500
	LEA-wide	✓All	Est.Cost: \$500 Funding Source(s): Fund 13: 500
Evaluate data relate to recycling/ composting and amend the program as needed.	LEA-wide	✓All	Est.Cost: \$0 Funding Source(s):

**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 school sites 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 from prior year LCAP:	- 1. Ensure salaries, benefits are consistent with similar districts, professional development opportunities are maximized, small class sizes are maintained, and low adult to student ratios are continued.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Reduction in required interventions. Improved attendance.		Actual Annual Measurable Outcomes:	Attendance remained substantially the same and required intervention were not reduced in any significant way.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
				Estimated Actual Annual Expenditures
Review compensation analysis and allocate financial resources as they are available. Complete professional development plan including allocation of resources to fund it. Revise district policies and collective bargaining agreements as needed. Classroom Teachers-Salaries and benefits Fund 01, Resource 0000, Object 1110		\$847,909	Compensation analysis was reviewed as part of the collective bargaining process. Collective Bargaining is ongoing.  \$845,403	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> All			<input type="checkbox"/> ALL	
			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

This goal will be substantially replaced for the following reasons: Using reduction in required services and improved attendance as ways to measure the efficacy of maintaining employee compensation consistent with similar districts is not practical. Too many threats to the validity of such measurement exist for the district to be able to prove a casual relationship. In addition, the term "necessary intervention" is ambiguous. We would need to clarify whether we discussing specific interventions related to attendance or academics or intervention related to stated goal of parity in compensation with other school districts. It must be somewhat obvious that given the limitations of this goal, a complete revision will be necessary.

Original GOAL from prior year LCAP:	- 2. Improve outreach to parents/guardians through improved district website and clear listing of opportunities for parent involvement and participation. Ensure that communication to parents is available in Spanish and English.  (Targeted outreach to parents of EL students and identified Free and Reduced Lunch students.)		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low Income, English Learners		
Expected Annual Measurable Outcomes:	Students will benefit with improved parental involvement in their education	Actual Annual Measurable Outcomes:	There were no measurable outcomes.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Initial website and framework established. Engage community in design of communication tools and content. Will be funded by allocation of tech support and administrative staff time Tech Coordinator	\$13,430	Updates to the website and infrastructure to support communication in general have been planned and are under construction. Significant	\$15,950	
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> All		<input type="checkbox"/> ALL		

	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal will be re-worked so as to facilitate parent/ guardian outreach in general with a broader focus that goes beyond website development. New communication infrastructure will be in place at the beginning of the 2015-2016 school year which will allow staff to plan outreach activities that will increase parent participation especially among ELL and Free and Reduced Lunch groups.

Original GOAL from prior year LCAP:	- 3. Determine how the Common Core will be utilized within the Bolinas Stinson Union School District		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Certificated teams will determine appropriate use of CCSS and students will benefits from best use of CCSS.	Actual Annual Measurable Outcomes:	2014-2015 was transitional year in terms of developing a deeper understanding of the common core among members of the school staff. As a school with a long history of creative programs and practices, staff recognized that much of what we have done in the past was consistent with what the common core requires. The idea of in-depth understanding as opposed to covering material has been a traditional practice for many years. Two particular subject areas, language arts and math were the focus of staff development. New common core- aligned math and language arts curricula were reviewed and the district provided related staff development for teachers.



LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
School administration will develop Common Core Implementation Plan including needed professional development and materials. Use remaining Common Core funds for implementation. Instructional Materials	\$8,000	Professional development and materials were provided to ensure that a research-based, common core compliant reading program was implemented. Professional development in math and math articulation was also planned.		\$15,730
Scope of service: LEA-wide		Scope of service: LEA-wide		
✓All		__ALL		
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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?	The goal will be amended to communicate an improved understanding of CCSS and NGSS and to outline a plan by which the programs will address student learning in terms of alignment with the common core. Much of current practice appears to be consistent with the common core philosophy so we should develop robust ways of measuring student progress using local measures as well as state wide assessment to ensure that all students are mastering content.			

Original GOAL from prior year LCAP:	- 4. Ensure smoother transitions for students from grade to grade with focus on middle school students being prepared for and transitioning to high school.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Student needs will be identified and appropriate intervention provided. Articulation both into and out of middle school will improve.		Actual Annual Measurable Outcomes:	A new reading program has been adopted and includes timely formative assessments and in-class (Tier 1) intervention strategies. A new focus on grade level achievement drives the program. Regular, systematic outcomes (individualized) have demonstrated that students are working toward grade level standards.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Allocate administrative and program staff to define potential assessments and metrics. Will fund from LCFF sources.  Instructional Assistants	\$105,494	Administrative and program staff defined assessments in English Language Arts with a focus on reading. By January of 2015, the K-5 reading program had been replaced by a researched-based program that provides ongoing individual assessment in a systematic way. All K-5 students are participating in the program which includes tier 1 intervention in the student's classroom with strategies being employed by or under the direct supervision of the teacher. Instructional Assistant positions have been maintained and re-directed to allow for targeted support. Planning for math articulation and professional development has begun and new staff will be hired to provide initial services.	\$105,639	
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> All		<input type="checkbox"/> ALL		

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Review ELL intervention program develop recommendations. Continue Funding of Intervention program \$86,400 from Resources 0000 and 5830 Federal REAP Funds; EL Support Instructional Assistant	\$99,268	An ELL specific teacher will monitor student progress and work with staff to provide effective intervention for students.	\$30,022
Scope of service:	LEA-wide	Scope of service:	LEA-wide
		<input type="checkbox"/> ALL	
<input type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Ensure intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program.  Title I Instructional Assistant	\$28,123	Funding for EL programs has continued and the Title 1 instructional assistant position has been maintained.	\$28,164
Scope of service:	LEA-wide	Scope of service:	LEA-wide
		<input type="checkbox"/> ALL	
<input checked="" type="checkbox"/> Low Income <input type="checkbox"/> English Learners <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The school plans to hire a Director of Math Articulation who will teach math at grade levels 6, 7 and 8 and who will provide coaching, leadership and staff development intended to facilitate grade level achievement from grade K-8 with a capstone goal of Algebra I readiness of higher for all graduates.

The research-based reading program will continue and further staff development will be provided especially in the area of intervention and formative assessment.

Original GOAL from prior year LCAP:	- 5. Develop creative minded and engaged students		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Arts and enrichment will improve creativity and problem solving skills		Actual Annual Measurable Outcomes:	Results of student projects in the arts demonstrates creativity and improved problem solving in the arts and in other subjects.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop a calendar that designates specific dates for arts integration planning and instruction. Track #students and # of lessons developed K-8 throughout the school year.	\$1,500	A calendar has been approved and will be implemented with the specific goal of increasing the amount of instruction that students receive in particular arts classes. The new calendar provides of deeper experiences and choice for middle school student. It will also provide for more in-depth arts experiences for students in grades K-5.		\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> All		<input type="checkbox"/> ALL		
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		



What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

With the new calendar in place, arts integration including planning and instruction will be folded into the regular school year precluding the need for "specific dates". The action step related to tracking the number of students and lessons developed should be maintained but should be amended to provide data related to the quality of the learning experience as opposed to the number of lessons developed. Our expectation is that students will have more time to explore art subjects in greater depth while forgoing cursory and difficult to assess instruction in a wider variety of subjects. Essentially our focus will be on maintaining the traditional number of arts classes but scheduling them so that longer blocks of time are provided for students over several years.

Original GOAL from prior year LCAP:	- 6. Continued focus on the health and wellness of Bolinas Stinson Students with improved utilization of the food services program as an educational tool.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Other local measures,	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will be more aware of their own wellness and how they affect the world they live in.		Actual Annual Measurable Outcomes:	There were no measurable outcomes.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
In conjunction with Green Team, implement Wellness Committee objectives for the year.	\$500	Check with committee objectives.	\$0	
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> All		<input type="checkbox"/> ALL		
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ 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?	The district will continue to develop its recycling/ composting plan and will hire a garden coordinator who will facilitate outdoor learning spaces as areas of instruction in all subjects. The school will also develop a mechanism for measuring results of our efforts.			

**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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$0.00
Bolas-Stinson Union School District's 2015-16 additional supplemental gap fund is \$47,180. These resources will be utilized to support the salary of a certificated EL teacher who will provide service to EL students, coordinate the District's ELAC and act as a liaison for parents of EL students. Additionally, instructional assistants in classrooms will target assistance to EL students. The District will also continue to fund an afterschool Homework Club that specifically serves EL and low-income students.	

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

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

5.00	%	For Bolas Stinson Union School District the Minimum Proportionality Percentage (MPP) is 5.37% or \$47,180. These funds will be utilized to support a .60 FTE English Learner Support Teacher, a .22 EL Aid and an afterschool Homework Club teacher.
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## 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).



(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).

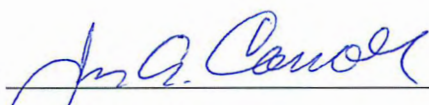
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

Approved by the Bolinas-Stinson Union School District Board of Trustees on: June 15, 2015

Superintendent Signature: \_\_\_\_\_

  
John Carroll

## 2015-16 LCAP review technical questions

Date: 8-26-15

District: Bolinas-Stinson School District

Contact: John Carroll, Superintendent

The Marin County Office of Education (MCOE) has reviewed the Bolinas-Stinson School District's Board-approved Local Control and Accountability Plan (LCAP) for 2015-16 and appreciates the amount of energy and effort the district has invested in their plan.

The MCOE LCAP team are making a recommendation to approve the District's LCAP but request answers to some technical questions in order to complete the LCAP review process. Please review and respond to the questions that follow and submit your responses and any pertinent supporting documentation via email to Terena Mares at [tmares@marinschools.org](mailto:tmares@marinschools.org) as soon as feasible. We would appreciate your response by September 4, 2015 in order for us to complete our review process in time to approve your budget by September 15th.

At the conclusion of the LCAP review and approval process we will be meeting with each district individually to provide feedback on the entire review, especially as it relates to future approvals. We will be reaching out over the coming days to coordinate and schedule your meeting.

If you have questions, please feel free to contact Terena Mares at [tmares@marinschools.org](mailto:tmares@marinschools.org) or 415 499-5805.

**Section 2: Goals, Actions, Expenditures, and Progress Indicators:** Please respond to the following question(s):

2.02	<p>The District has not checked State Priority #6 – School Climate, in any of their goals. We note, however, that goal #1 includes all the metrics associated with measuring pupil outcomes related to this priority.</p> <p>Did the district intend to identify state priority #6 in Goal #1? If not, where does the district address this priority?</p>
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**Response:**

**The District did intend to identify state priority #6 in Goal #1.**

2.13	<p>Neither the District's LCAP nor the accompanying LCAP Budget Narrative indicate the funding source supporting each action step.</p> <p>Please provide an updated LCAP Budget Narrative indicating the revenue stream supporting each action.</p>
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**Response:**

**Goal 1: Improve Parent Participation**

**Action 1: Est Cost \$ 323 Funding Source: District Property Taxes Fund 01, object 2402 (Regular Classified Salaries)**

**Action 2: Est Cost \$ 500 Funding Source: District property taxes Fund 01, object 2404 ( Regular Classified Salaries:**

**Action 3: Est Cost \$ 15,844 Funding Source Federal REAP Grant Fund 01, Resource 5830, (Classified Communications Manager)**

**FUNDING SOURCE WILL CONTINUE IN 2016-17, 2017-18**

**Goal 2: Implement Reading and Mathematics Programs that are articulated from grade to grade**

**Action 1: Est Cost \$ 1,038,948**

**1. Cost: \$874,896 Funding Source; District property taxes, Fund 01, Resource 0000, Object 1110, (Certificated Salaries)**

**2. Cost: \$ 29,075 Funding Source: Federal Title I Fund 01, Resource 3010, Object 2110 and 5200 (Aide salaries and Staff Development)**

**3. Cost: \$ 134,977 Funding Source: LCFF Fund 01, Resource 0000, Object 2110, D2 709 (Aide Salaries)**

**Action 2: Est Cost \$ 69,526 Funding Source: District Parcel Tax Fund 01, Resource 0000, Object 1311 (.5 FTE Math Director)**

**Action 3: Est Cost \$ 69,526 Funding Source: District Parcel Tax Fund 01, Resource 0000, Object 1311 (.5 FTE Math Curriculum Development/Staff Development)**

**FUNDING SOURCE WILL CONTINUE IN 2016-17 AND 2017-18**

**Goal 3: Increase student engagement and creativity by providing robust, diverse and in-depth arts instruction:**

**Action 1: Est Cost \$ 94,413 Funding Source: District Parcel Tax Fund 01, Resource 0000, Object 1110: \$54,619 and Object 2110; \$39,794 (Specialists Salaries)**

**Action 2: Est Cost \$ 157,355 Funding Source: District Parcel Tax Fund 01, Resource 0000, Object 1110: \$ 91,032 and object 2110: \$ 66,323 (Specialists Salaries)**

**FUNDING SOURCE WILL CONTINUE IN 2016-17 AND 2017-18**

**Goal 4: Continue to develop an environmentally sustainable school culture:**

**Action 1: Est Cost \$ 7,888 Funding Source: District Parcel Tax Fund 01, Res 0000, Object 5849 (Social Emotional Consultant)**

**Action 2: Est Cost \$2,500 Funding Source: District Property Taxes Fund 01, Resource 0000, Object 1160 (Garden Coordinator)**

**Action 3: Est Cost \$ 500 Funding Source: District Garden Grant Fund 01 Resource 9033, And Fund 13: Object 5240 (Cafeteria Manager)**

**FUNDING SOURCE WILL CONTINUE IN 2016-17 AND 2017-18**

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality:** Please respond to the following question(s):

3.02	<p><b>Section 3A:</b>The District's narrative indicates supplemental LCFF funds are spent on targeted services, however, all activities described in Section 2 are for 'ALL' pupils. The services described do not appear to be included in Section 2 and the budget information provided does not indicate what actions are funded with supplemental funds.</p> <p>Please explain where we can find these actions in section 2 of the LCAP or alternatively please provide a description of how the services described meet the district's goals for unduplicated pupils in the state priority areas.</p>
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**Response:**

**ADD: NEW ACTION STEP FOR SECTION 2:**

**Continue .6 FTE certificated Staff to provide coaching, tutoring and intervention services principally directed towards target students; English Language Learners.**

**Estimated Cost: \$ 55,856.95 Funding Source: LCFF Supplemental Funding Fund 01, Resource 0000, Object 1110, D2 709 (Certificated Teacher)**

3.07	<p><b>Section 3B:</b> The District has chosen to describe the minimum proportionality percentage in a quantitative rather than a qualitative manner. In doing so, the staff dedicated to providing services to unduplicated pupils should be expressed as</p>
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	<p>a percentage above and beyond the base FTE serving all students in order to show the District is meeting the minimum proportionality percentage.</p> <p>Please indicate how many FTE certificated teachers are dedicated to serving all students.</p>
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**Response:**

**For Bolinas-Stinson: Certificated staff dedicated to providing services to unduplicated pupils is .6 FTE; the base FTE for all certificated staff servicing all students is 10.55 FTE:**

**The percentage above and beyond the base FTE for the EL Certificated Teacher is 5.69%**