

**§ 15497. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

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LCAP Year: 2014-15

***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.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
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.
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.
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.
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.
District administration developed draft goals based on needs and input from community and staff.	Allowed administration to consolidate thinking on Needs, Goals and Actions.
Meeting with staff, bargaining units to review LCAP and obtain input making changes as needed.	Staff provided little input regarding the draft LCAP.
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.
Board holds a public hearing on LCAP	Members of the public attending the public hearing supported the draft LCAP document.

Involvement Process	Impact on LCAP
Board approves LCAP	Board members approved the 2014-15 Local Control Accountability Plan

**Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

**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 “Engagement” (e.g., pupil and parent)?

- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> Identify, attract, retain and develop outstanding staff</p> <p><b>Metric:</b> Improve student engagement shown by increase in attendance, reduction of absenteeism, dropout rates</p>	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.	All Pupils	All Schools		Reduction in required interventions. Improved attendance.	Maintain reduction in interventions and improved attendance.	Maintain reduction in interventions and improved attendance.	Pupil engagement: attendance, absenteeism (5) Basic Services: Rate of teacher misassignment (1)

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> Improve parent communication</p> <p><b>Metric:</b> Improved Parent participation in PTO, School Site Council, and ELAC as measured by attendance at meetings, special events, parent education opportunities, and classroom volunteers.</p>	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.	All Pupils  Targeted outreach to parents of EL students and identified Free and Reduced Lunch students.	All Schools		Students will benefit with improved parental involvement in their education	Continued benefit with improved parental involvement in their education	Continued benefit with improved parental involvement	Parental Involvement: promotion of parent participation in programs (3)
<p><b>Need:</b> Implementation Plan for the Common Core State Standards (CCSS) that includes intentional professional development and better use and integration of technology.</p> <p><b>Metric:</b> Development of a written professional development plan and accompanying budget. Revision of the technology plan that includes specific purchases of hardware, software and services that specifically address</p>	3. Determine how the Common Core will be utilized within the Bolinas Stinson Union School District	All Pupils	All Schools		Certificated teams will determine appropriate use of CCSS and students will benefit from best use of CCSS.	Certificated teams will determine appropriate use of CCSS and students will benefit from best use of CCSS.	Certificated teams will determine appropriate use of CCSS and students will benefit from best use of CCSS.	Basic Services: Pupils have access to standards-aligned materials and Common Core academic content adopted (1, 2). Course Access: broad course of study (7)

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
implementation of Common Core Standards.								
<p><b>Need:</b> Student Assessment plan that informs instruction and allows for differentiated learning for all students. Students with both academic and social/emotional needs are identified and needs addressed.</p> <p><b>Metric:</b> Performance on standardized tests and subsequent improvement on API will provide evidence. Number of middle school and high school students performing at our above grade level will improve.</p>	4. Ensure smoother transitions for students from grade to grade with focus on middle school students being prepared for and transitioning to high school.	All Pupils	All Schools		Student needs will be identified and appropriate intervention provided. Articulation both into and out of middle school will improve.	Student needs will be identified and appropriate intervention provided. Articulation both into and out of middle school will improve.	Student needs will be identified and appropriate intervention provided. Articulation both into and out of middle school will improve.	Student achievement: Performance on state and local assessments (4). Other student outcomes: Other student indicators: Other indicator of student performance. (8)
<p><b>Need:</b> Maintain art and enrichment programs for all students that are incorporated into core subjects.</p> <p><b>Metric:</b> Improvement in attendance rates and established performance metrics. Improves access to a broad course of study</p>	5. Develop creative minded and engaged students	All Pupils	All Schools		Arts and enrichment will improve creativity and problem solving skills	Arts enrichment will improve creativity and problem solving skills	Arts enrichment will improve creativity and problem solving skills	Student Achievement: Performance on tests (4) Student Engagement: School attendance rates (5) Course Access: Broad

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								Course of Study (7)
<p><b>Need:</b> Maintain and improve students' sense of their wellness.</p> <p><b>Metric:</b> Students will demonstrate an understanding of how their actions affect themselves and the world around them.</p>	6. Continued focus on the health and wellness of Bolinas Stinson Students with improved utilization of the food services program as an educational tool.	All Pupils	All Schools		Students will be more aware of their own wellness and how they affect the world they live in.	Students will be more aware of their own wellness and how they affect the world they live in.	Students will be more aware of their own wellness and how they affect the world they live in.	School Climate: Other Local Measures (6)

**Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) 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?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, 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?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in

Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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.	Pupil engagement: attendance, absenteeism (5) Basic Services: Rate of teacher miss-assignment (1)	Develop a comparative compensation analysis for similar districts. Identify high-quality professional development opportunities for all staff. Establish clear guidelines for class sizes and staffing for student support services.	LEA - Wide		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	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.	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  \$847,909 Fund 01, Resource 0000, Object 1110

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$847,909 Fund 01, Resource 0000, Object 1110	\$847,909 Fund 01, Resource 0000, Object 1110	
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.	Parental Involvement: promotion of parent participation in programs (3)	An improved website will be introduced for the district that includes a clear listing of opportunities for parent involvement and participation in both English and Spanish.	LEA - Wide		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 Fund 01 Resource 5830	Assess progress and modify, implemented changes as available. Will be funded by allocation of tech support and administrative staff time.  Tech Coordinator \$3,000 Fund 01 Resource 5830	Assess progress and modify, implement changes as available. Will be funded by allocation of tech support and administrative staff time.  Tech Coordinator \$3,000 Fund 01 Resource 5830
3. Determine how the Common Core will be utilized within the	Basic Services: Pupils have	Review common core standards and	LEA - Wide		School administration	As required implement	Continue to assess Common Cores standards and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Bolinas Stinson Union School District	access to standards-aligned materials and Common Core academic content adopted (1, 2). Course Access: broad course of study (7)	determine appropriate use within the Bolinas Stinson Union School District.  Obtain curriculum materials and training necessary to ensure appropriate implementation for Bolinas-Stinson.			will develop Common Core Implementation Plan including needed professional development and materials. Use remaining Common Core funds for implementation.  Instructional Materials \$8,000 Fund 01, Resource 7405 Object 4300	common core standards into current curriculum. Review funding when state funding for common core is determined.  Instructional Materials \$5,000 Fund 01, Resource 0000, Object 5200	implement aspects as needed. Will need to review funding when state funding for common core is determined.  Instructional Materials \$5,000 Fund 01, Resource 0000, Object 5200
4. Ensure smoother transitions for students from grade to grade with focus on middle school students being prepared <u>for</u> and transitioning <u>to</u> high school.	Student achievement: Performance on tests (4). Other student outcomes: Other student indicators: Other indicator of	Determine appropriate assessments that respect the vision of the Bolinas Stinson educational program. Develop metrics for intervention entry and success.	LEA - Wide		Allocate administrative and program staff to define potential assessments and metrics. Will fund from LCFF sources.	Initiate assessments and establish baseline. Will fund from general fund.  Instructional Assistants	Continue assessments develop communication plan to engage parent community. Will fund from general fund.  Instructional Assistants \$105,494 Fund 01, Resource 0000, Object 2110 D2-241

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	student performance. (8)	Determine appropriate metric for middle school promotion.			Instructional Assistants  \$105,494 Fund 01, Resource 0000, Object 2110 D2-241	\$105,494 Fund 01, Resource 0000, Object 2110 D2-241	
5. Develop creative minded and engaged students	Student Achievement: Performance on tests (4) Student Engagement: School attendance rates (5) Course Access: Broad Course of Study (7)	Utilize designated professional development time to target integration of visual and performing arts into core academic subjects.	LEA - Wide		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.  \$1500 Fund 01, Resource 0000 Object 5240	Modify calendar that designates specific dates for arts integration planning and instruction. Track #students and # of lessons developed K-8 throughout the school year.  \$1500 Fund 01, Resource 0000 Object 5240	Modify calendar that designates specific dates for arts integration planning and instruction. Track #students and # of lessons developed K-8 throughout the school year.  \$1500 Fund 01, Resource 0000 Object 5240

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
6. Continued focus on the health and wellness of Bolinas Stinson Students with improved utilization of the food services program as an educational tool.	School Climate: Other Local Measures (6)	Re-establish Wellness Committee under the auspices of the School Site Council.	LEA - Wide		In conjunction with Green Team, implement Wellness Committee objectives for the year.  \$500 Fund 13, Resource 5310 Object 5240	In conjunction with Green Team, implement Wellness Committee objectives for the year.  \$500 Fund 13, Resource 5310 Object 5240	In conjunction with Green Team, implement Wellness Committee objectives for the year.  \$500 Fund 13, Resource 5310 Object 5240

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. Ensure smoother transitions for students from grade to grade with focus on middle school students being prepared <u>for</u> and transitioning <u>to</u> high school.	Student achievement: Performance on tests (4). Other student outcomes: Other student indicators: Other indicator of student performance. (8)	<b>For low income pupils:</b> Provide assessment and intervention as needed to ensure academic success.	LEA wide		Ensure intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program.  Title I Instructional Assistant  \$28,123 Fund 01, Resource 3010, Object 2110	Ensure intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program.  Title I Instructional Assistant  \$28,123 Fund 01, Resource 3010, Object 2110	Ensure intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program.  Title I Instructional Assistant  \$28,123 Fund 01, Resource 3010, Object 2110
4. Ensure smoother transitions for students from grade to grade with focus on middle school	Student Achievement: Share of ELs that become	<b>For English learners:</b> Improve designated rate	LEA wide		Review ELL intervention program develop recommendations.	Implement recommendations. Continue Funding of Intervention	Assess changes in program. Continue Funding of Intervention program.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
students being prepared for and transitioning to high school.	English proficient, ELL classification rate.	to English proficient.			Continue Funding of Intervention program \$86,400 from Resources 0000 and 5830 Federal REAP Funds  EL Support Instructional Assistant  \$12,868, Fund 01, Resource 0000, Object 2110 D2-709	program. \$86,400 from Resources 0000 and 5830 Federal REAP Funds  EL Support Instructional Assistant  \$12,868, Fund 01, Resource 0000, Object 2110 D2-709	\$86,400 from Resources 0000 and 5830 Federal REAP Funds  EL Support Instructional Assistant  \$12,868, Fund 01, Resource 0000, Object 2110 D2-709
Bolinas Stinson Union School District does not have foster Students		<b>For foster youth:</b>			n/a	n/a	n/a
Bolinas Stinson Union School District does not have designated fluent English proficient pupils		<b>For designated fluent English proficient pupils:</b>			n/a	n/a	n/a

- C. Describe the LEA's increase in 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 priority areas. (See 5 CCR 15496(b) for guidance.)

(See below Section c in highlight)

Bolinas-Stinson Union School District's 2014-15 additional supplemental gap fund is \$22,971. 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.

- D. 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). 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). 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.

For Bolinas Stinson Union School District the Minimum Proportionality Percentage (MPP) is 2.06% or \$16, 948. These funds will be utilized to support a .10 FTE English Learner Support Teacher.

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

Section c.

Bolinas-Stinson Union School District's 2014-15 additional supplemental gap fund is \$22,971. 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.

Approved by the Bolinas-Stinson Union School District on June 10, 2014 by the following vote:

Yes votes: 5

No Votes: 0

Absent: 0

Abstain: 0