



**Sausalito Marin City School District
Agenda for the Regular Meeting of the Board of Trustees
Bayside/Martin Luther King School
200 Phillips Drive, Marin City, CA 94965**

Trustee Newmeyer will attend via teleconference from: 241 Sunnybrook Farm Road
Narragansett, Rhode Island 02882

Tuesday, August 2, 2016

- 5:30 p.m. Open Session – Bayside/Martin Luther King School Library
- 5:31 p.m. Closed Session – Bayside/Martin Luther King School Conference Room
- 6:00 p.m. Open Session – Bayside/Martin Luther King School Library

I. OPEN SESSION – Call to Order

II. CLOSED SESSION – AGENDA

- 1. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: **Public Employment – Title: Superintendent**
- 2. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957.6: **Conference with Labor Negotiators**
Agency Designated Representative: Jonathan A. Pearl, Attorney
Unrepresented Employee: Superintendent
- 3. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: **Public Employee Appointment – Title: Superintendent**

OPEN SESSION AGENDA

III. OPEN SESSION - Depending upon completion of Closed Session items, the Governing Board intends to convene in open Session at 6:00 p.m. to conduct the remainder of the meeting, reserving the right to return to Closed Session at any time.

PLEDGE OF ALLEGIANCE

1. AGENDA REORGANIZATION/APPROVAL

Are there any requests from the Board to move any agenda item to a different location?

2. BOARD COMMUNICATIONS

Board of Trustees Reports - Board Members may make brief announcements or briefly report on their own activities as they may relate to school business.

3. CORRESPONDENCE

4. REPORTS

- 4.03 SMCTA
- 4.04 CSEA
- 4.05 Director of Maintenance
- 4.06 Principal
- 4.07 Willow Creek Academy
- 4.08 Superintendent
- 4.09 Parent Advisory Council

5. ORAL COMMUNICATIONS

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board. The Board is asking that members of the public wishing to speak, fill out a form located on the counter/table, stating their name and address; the agenda item; and the topic to be discussed. BB 9323.

The Governing Board is prohibited from taking any action on any item raised in this section unless the item is specifically agendaized. The members of the Governing Board may ask a question for clarification, provide a reference to staff or other resources for factual information, request staff to report back at a subsequent meeting on any matter or take action directing staff to place a matter of business on a future agenda. Governing Board members may make brief announcements or briefly report on his/her own activities as they relate to school business.

State open meeting laws allow members of the public to lodge public criticism of District policies, procedures, programs, or services. However, those same laws include specific provisions designed to protect the liberty and reputational interests of public employees by providing for the non-public hearing of complaints or charges against employees of the District. Under these laws, it is the employee subject to complaints or charges who is provided the right to choose whether those complaints or charges will be heard in open or closed session. It is therefore the desire of the Sausalito Marin City School District that complaints against an employee be put in writing, and that when the Board hears complaints or charges against an employee it do so in closed session unless the employee requests an open session. Consistent with the law and the opinion of the State Attorney General's Office, please submit any complaints against an employee in writing, to the administration, in accordance with the district's complaint procedure. This procedure is designed to allow the District to address complaints against employees while at the same time respecting their legitimate privacy rights and expectations.

6. GENERAL FUNCTIONS

- 6.01 Consent agenda: *6.02, *9.03
- *6.02 Minutes of the July 5, 6, 12 and 15, 2016 Board Meetings
- 6.03 Formation of the District English Learners' Advisory Committee - **Action**

7. PUPIL SERVICES

8. PERSONNEL

- 8.01 Superintendent Appointment – **Action**
- 8.02 Superintendent's Contract - **Action**

9. FINANCIAL & BUSINESS

- 9.01 Resolution 734 – School Bond Election- **Action**
- 9.02 2016-2019 Local Control Accountability Plan – **Action**
- *9.03 Payment of Warrants – Batches 1-3

10. CURRICULUM AND INSTRUCTION

11. POLICY DEVELOPMENT

12. FUTURE MEETING

The next Regular Meeting of the Board of Trustees will be on Tuesday, September 13, 2016, in the Bayside/Martin Luther King School Library

13. ADJOURNMENT

***Consent Agenda Items**

In compliance with Government Code section 54957.5, open session materials distributed to Board Members for review prior to a meeting may be viewed at the District Office of the Sausalito Marin City School District, 200 Phillips Drive, Marin City, California, or at the scheduled meeting. Board agenda back-up materials may also be accessed online at www.smcsd.org. In addition, if you would like a copy of any record related to an item on the agenda, please contact the Administrative Assistant to the Superintendent at 415-332-3109

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's governing board, please contact the office of the District Superintendent at 415-332-3190. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
July 5, 2016**

ATTENDANCE

Board Members Present: Caroline Van Alst, William Ziegler, Thomas Newmeyer, Joshua Barrow,
Ida Green

Superintendent: Bob Ferguson

The meeting was called to order at 1:15 p.m.

CLOSED SESSION

The Board and Superintendent convened closed session at 1:16 p.m.

RECONVENE TO OPEN SESSION

Open session reconvened at 8:15 p.m.

REPORT OUT OF CLOSED SESSION

Trustee Van Alst announced that no action was taken in closed session.

ADJOURNMENT

Ziegler/ Barrow/All to adjourn the meeting at 8:15 p.m.

Signature/Date

Title

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
July 6, 2016**

ATTENDANCE

Board Members Present: Caroline Van Alst, William Ziegler, Thomas Newmeyer, Joshua Barrow,
Ida Green

Superintendent: Bob Ferguson

The meeting was called to order at 1:00 p.m.

CLOSED SESSION

The Board and Superintendent convened closed session at 1:01 p.m.

RECONVENE TO OPEN SESSION

Open session reconvened at 9:15 p.m.

REPORT OUT OF CLOSED SESSION

Trustee Van Alst announced that no action was taken in closed session.

ADJOURNMENT

Ziegler/ Barrow/All to adjourn the meeting at 9:15 p.m.

Signature/Date

Title

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
July 12, 2016**

ATTENDANCE

Board Members Present: Caroline Van Alst, William Ziegler, Thomas Newmeyer, Joshua Barrow,
Absent: Ida Green

Superintendent: Bob Ferguson

The meeting was called to order at 5:35 p.m.

CLOSED SESSION

The Board and Superintendent convened closed session at 5:36 p.m.

RECONVENE TO OPEN SESSION

Open session reconvened at 6:12 p.m.

REPORT OUT OF CLOSED SESSION

Trustee Van Alst announced that no action was taken in closed session.

PLEDGE OF ALLEGIANCE

Trustee Barrow led the Pledge of Allegiance.

AGENDA ORDER

The agenda order was approved.

TRUSTEE REPORT

Trustee Newmeyer thanked everyone in the community who assisted in the superintendent search process. The comments that the Board received were very insightful and helpful, he said.

DIRECTOR OF MAINTENANCE REPORT

Alan Rothkop said that the summer cleanup is well underway. Most of the rooms at Bayside MLK Jr. Academy have been cleaned and the custodians are working on the grounds at both campuses. We hope to finish everything before the start of school, he said. Regarding security, he said it would be helpful to have visitors wear an ID badge so that we can keep track of people on our campus at all times.

PRINCIPAL REPORT

Dr. Griffin said that he is finalizing the school's master schedule and filling some key positions in preparation for the start of the school year.

WILLOW CREEK ACADEMY REPORT

Head of School Tara Seekins said that she is also finishing the master schedule for WCA. Maintenance projects are going well. Teachers are excited about the upcoming year and looking forward to opportunities to collaborate with Bayside MLK Jr. teachers and students. The school has hired a new assistant head of school, she concluded.

SUPERINTENDENT REPORT

Superintendent Bob Ferguson said that five candidates for the superintendent position were interviewed on July 5 and 6. The pool has been narrowed to two finalists; will be interviewed this Friday and the Board's decision will be announced on at the August 2 meeting.

ORAL COMMUNICATIONS

Marilyn Mackel thanked Superintendent Ferguson for including the community in the search for a new administrator to lead the district. She continued: I am concerned about some of the hiring decisions being made and feel that these will have a negative impact on the wellbeing of the children at the school. People should be assessed not only based on their words but by their actions. We have an opportunity to make sure that we have continuity at the school. Those who have been working to put systems in place for discipline and academic achievement should be actively involved in assisting the principal in his new role. Without this continuity, we are courting failure once again.

Terena Mares of the Marin County Office of Education said that her office had commissioned a study by the Fiscal Crisis and Management Assistance Team to examine this district's financial state. The County hopes to share the report from FCMAT at a joint MCOE/SMCSD board meeting on August 31. She added that a new agency, the California Collaborative for Educational Excellence, will also be present at the meeting and its director, Dr. Carl Cohn, hopes to announce that the Sausalito Marin City school district has been chosen as one of four pilot projects to receive long-term assistance in closing the achievement gap and improving academic outcomes for our children.

Trustee Ziegler said that this sounds like a great opportunity, but the Board needs more information about the procedure and details of the program before proceeding. It is also not clear at this point whether a joint meeting for August 31 can be organized at short notice with all trustees in attendance. Sujie Shin, Director of Research and Strategy at CCEE, said that her agency does not have a preconceived agenda for the district and would want to work with the Board and administrators to come up with a plan that is acceptable to the district. Terena Mares added that Board members can ask more substantive questions at the August 31 meeting and discuss their concerns with Dr. Cohn in greater detail. Trustee Barrow suggested that both the FCMAT and CCEE matters be agendaized at a future meeting so that trustees are free to have a conversation on these important topics.

CONSENT AGENDA

Roll Call/ Barrow/Newmeyer/4 Ayes, 0 Nos, 1 Absent to approve the following consent agenda item:

Quarterly Report on Williams Uniform Complaints

Minutes of the June 7, 14, 21 and 28 Board Meetings

Personnel Action Report

Payment of Warrants – Batches 46-50

Presentation by Mr. Brent McClure of Cody Anderson Wasney, Architects

Following up on the June 7 study session, Mr. McClure presented several revisions to the building and renovation master plan.

At WCA, savings in classroom finishes and lighting as well as restroom and multipurpose room renovations have resulted in a total estimated budget of \$22.4 million. Other projects, such as classroom technology, furniture, outdoor classrooms and work on the traffic circle remain as “on deck” and fundraising items.

At Bayside MLK Jr. Academy, a STEM Lab classroom has been added, while some of the expenditures on mechanical improvements to the atrium, portable classroom replacements and a parking lot have been reduced. The current estimate for the Bayside MLK budget is now \$7.7 million, with an additional \$607K as fundraising and “on deck” items.

Mr. McClure said that fitting the district office in the Bayside MLK building is not feasible; another 2200 sq. ft of space is needed. The current plan is to have a modular building at Bayside MLK, costing \$1.7 million, which could either be used for the district office, or additional classrooms and storage, depending on the preferred site for the DO. This brings the total projected cost for all sites to just under \$32 million.

Funding sources would include the bond measure, as well as \$2.4 million in insurance from the loss of the district office building at 33 Buchanan, and the retirement of the existing facilities loan of \$3.675 million. This gives us \$28.825 as a budget, resulting in a deficit of \$3 million.

Trustee Barrow asked about third party funding for the ball field. Superintendent Ferguson said that he is talking to interested parties who are focused on soccer, but will also talk to baseball and rugby groups to see whether a solution agreeable to all can be reached.

Trustee Barrow said that two of the main projects; the ball field and gymnasium, come to roughly \$19 million. It seems to me that if we want to build a gym and ball field for \$16 million instead of \$19 million, we should be able to do it, he said. Trustees agreed that with value engineering, it would be possible to make economies in these projects.

Steven Moore, a Willow Creek parent, said that he is a board member of the non-profit organization Friends of Willow Creek, which has raised funds and developed a plan for daylighting the creek at the school as well as along the rest of its trajectory along highway 101 and the Bay. He said that the district must replace the collapsing sewers at WCA and the 75 year old drain that runs through the center of the campus. Both creek and drainage improvements must be addressed in the bond measure, he told the Board. With this funding, the Friends of Willow Creek can apply for grants from federal, state and other sources. The creeks in Sausalito are unique in that they are always flowing, even during this historic drought. In addition, having money from the bond would assist in permitting from state and federal regulatory agencies to restore and daylight the creek. This is a special opportunity to restore an important asset and educate and inspire our community as well as our students, he told the Board.

Amy Pertschuk, parent of a WCA student, said that she would also like to give her support for the daylighting of Willow Creek. This is important for the health and wellbeing of our students and essential for our school and the community, she said.

Van Alst/Newmeyer/4 Ayes, 0 Nos, 1 Absent to approve the list of projects put forward by Cody Anderson Wasney, Architects, with the modification of moving the \$500K Creek project from “on deck” to the priority list

At 8:03 p.m., Trustee Van Alst said that the Board would take a short break. The Board reconvened the meeting at 8:08 p.m.

2016-2017 Instructional Minutes and Bell Schedule

Barrow/Ziegler/4 Ayes, 0 Nos, 1 Absent to approve the 2016-2017 Instructional Minutes and Bell Schedule

2016-2017 Consolidated Application for Funding

Paula Rigney said this application for categorical funding is required every year.

Newmeyer/Ziegler/3 Ayes, 0 Nos, 1 Absent, 1 Abstain to approve the 2016-2017 Consolidated Application for Funding

2016-2019 Local Control Accountability Plan Revisions

Superintendent Ferguson said that this plan will come back to the Board on August 2 with any added revisions that may be suggested in the interim. Trustee Barrow said that the Board should have time to discuss the proposed changes and keep the community in the loop as we go forward. Superintendent Ferguson said we know that the LCAP will be continually changed and revised to reflect the realities on the ground throughout the school year.

ADJOURNMENT

Barrow/Newmeyer/4 Ayes, 0 Nos, 1 Absent to adjourn the meeting at 8:45 p.m.

Signature/Date

Title

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
July 15, 2016**

ATTENDANCE

Board Members Present: Caroline Van Alst, William Ziegler, Thomas Newmeyer, Joshua Barrow,
Ida Green

Superintendent: Bob Ferguson

The meeting was called to order at 10:00 a.m.

CLOSED SESSION

The Board and Superintendent convened closed session at 10:01 a.m.

RECONVENE TO OPEN SESSION

Open session reconvened at 12:15 p.m.

REPORT OUT OF CLOSED SESSION

Trustee Van Alst announced that no action was taken in closed session.

ADJOURNMENT

Newmeyer/Ziegler /All to adjourn the meeting at 12:15 p.m.

Signature/Date

Title

Sausalito Marin City School District

Agenda Item: 6.03

Date: August 2, 2016

Correspondence

Consent Agenda

Reports

General Functions

Pupil Services

Personnel Services

Financial & Business Procedures

Curriculum and Instruction

Policy Development

Item Requires Board Action:

Item is for Information Only:

Item: District English Learners' Advisory Committee

Background:

A District English Learners' Advisory Committee will provide ongoing communication regarding English language learners and their families between the community and the Board/District.

Fiscal Impact:

None

Recommendation:

Approve

Sausalito Marin City School District
 Personnel Action Report
 2016/2017-2

Date of Board Meeting: August 2, 2016

Action	Name	Title	FTE	Site	Effective Date
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Classified

Certificated

Hired	Beth Minor	Teacher/AP	1.0	BS/MLK	8-15-2016

Confidential

Administrative

Sausalito Marin City School District

Agenda Item: 9.01

Date: August 2, 2016

- Correspondence
 - Reports
 - General Functions
 - Pupil Services
 - Personnel Services
 - Financial & Business Procedures
 - Curriculum and Instruction
 - Policy Development
- Consent Agenda

Item Requires Board Action: X **Item is for Information Only:**

Item: Resolution 734 – Sausalito Marin City School District Bond Election

Background:

In order to upgrade all school district facilities to conform to current safety, accessibility and building codes; improve electrical, heating and cooling systems; improve classroom access to technology; provide better sports facilities and refinance the district’s outstanding facilities debt, the district wishes to submit a bond proposition to the electors on November 8, 2016.

Fiscal Impact:

The aggregate principal amount of the bonds to be issued will be \$29.8 million.

Recommendation:

Approve

SAUSALITO MARIN CITY SCHOOL DISTRICT

RESOLUTION NO. 734

RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAUSALITO MARIN CITY SCHOOL DISTRICT ORDERING A SCHOOL BOND ELECTION, AND AUTHORIZING NECESSARY ACTIONS IN CONNECTION THEREWITH

WHEREAS, the Board of Trustees (the "Board") of the Sausalito Marin City School District (the "District"), within Marin County, California (the "County"), is authorized to order elections within the District and to designate the specifications thereof, pursuant to sections 5304 and 5322 of the California Education Code (the "Education Code");

WHEREAS, the Board is specifically authorized to order elections for the purpose of submitting to the electors the question of whether bonds of the District shall be issued and sold for the purpose of raising money for the purposes hereinafter specified, pursuant to section 15100 *et seq.* of the California Education Code;

WHEREAS, pursuant to section 18 of Article XVI and section 1 of Article XIII A of the California Constitution, and section 15266 of the California Education Code, school districts may seek approval of general obligation bonds and levy an *ad valorem* tax to repay those bonds upon a 55% vote of those voting on a proposition for the purpose, provided certain accountability measures are included in the proposition;

WHEREAS, the Board deems it necessary and advisable to submit such a bond proposition to the electors to be approved by 55% of the votes cast;

WHEREAS, such a bond election must be conducted concurrent with a statewide general election, general election or special election, or at a regularly scheduled local election, as required by section 15266 of the California Education Code;

WHEREAS, on November 8, 2016, a statewide general election is scheduled to occur throughout the District;

WHEREAS, pursuant to section 15268 California Education Code, based upon a projection of assessed property valuation, the Board has determined that, if approved by voters, the tax rate levied to meet the debt service requirements of the bonds proposed to be issued will not exceed \$30 per year per \$100,000 of assessed valuation of taxable property;

WHEREAS, section 9400 *et seq.* of the California Elections Code requires that a tax rate statement be contained in all official materials, including any ballot pamphlet prepared, sponsored or distributed by the District, relating to the election; and

WHEREAS, the Board now desires to authorize the filing of a ballot argument in favor of the proposition to be submitted to the voters at the election; and

NOW, THEREFORE, be it resolved, determined and ordered by the Board of Trustees of the Sausalito Marin City School District as follows:

Section 1. Specifications of Election Order. Pursuant to sections 5304, 5322, 15100 *et seq.*, and section 15266 of the California Education Code, an election shall be held within the boundaries of the District on November 8, 2016, for the purpose of submitting to the registered voters of the District the following proposition:

BOND AUTHORIZATION

By approval of this proposition by at least 55% of the registered voters voting on the proposition, the District shall be authorized to issue and sell bonds of up to \$29.8 million in aggregate principal amount to provide financing for the specific school facilities projects listed in the Bond Project List attached hereto as Exhibit A, subject to all of the accountability safeguards specified below. Bonds will be issued in one or more series.

ACCOUNTABILITY SAFEGUARDS

The provisions in this section are specifically included in this proposition in order that the voters and taxpayers of the District may be assured that their money will be spent wisely to address specific facilities needs of the District, all in compliance with the requirements of Article XIII A, section 1(b)(3) of the State Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at section 15264 *et seq.* of the California Education Code).

Evaluation of Needs. The Board of Trustees has prepared its Capital Investment Program in order to evaluate and address all of the facilities needs of the District, and to determine which projects to finance from a local bond at this time. The Board of Trustees hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List contained in Exhibit A.

Independent Citizens' Oversight Committee. The Board of Trustees shall establish an independent Citizens' Oversight Committee (section 15278 *et seq.* of the California Education Code), to ensure bond proceeds are expended only for the school facilities projects listed in Exhibit A. The committee shall be established within 60 days of the date when the results of the election appear in the minutes of the Board of Trustees.

Annual Performance Audits. The Board of Trustees shall cause to conduct an annual, independent performance audit to ensure that the bond proceeds have been expended only on the school facilities projects listed in Exhibit A.

Annual Financial Audits. The Board of Trustees shall cause to conduct an annual, independent financial audit of the bond proceeds until all of those proceeds have been spent for the school facilities projects listed in Exhibit A.

Special Bond Proceeds Account; Annual Report to Board. Upon approval of this proposition and the sale of any bonds approved, the Board of Trustees shall take actions necessary to establish an account in which proceeds of the sale of bonds will be deposited. As long as any proceeds of the bonds remain unexpended, the Superintendent shall cause a report to be filed with the Board no later than January 1 of each year, commencing January 1, 2017, stating (1) the amount of bond proceeds received and expended in that year, and (2) the status of any project funded or to be funded from bond proceeds. The report may relate to the calendar year, fiscal year, or other appropriate annual period as the Superintendent shall determine, and may be incorporated into the annual budget, audit, or other appropriate routine report to the Board.

BOND PROJECT LIST

The Bond Project List attached to this resolution as Exhibit A shall be considered a part of the ballot proposition, and shall be reproduced in any official document required to contain the full statement of the bond proposition.

The Bond Project List, which is an integral part of this proposition, lists the specific projects the District proposes to finance with proceeds of the Bonds. Such projects will be completed as needed. Each project is assumed to include its share of costs of the election and bond issuance, architectural, engineering, and similar planning costs, construction management, and a customary contingency for unforeseen design and construction costs. The final cost of each project will be determined as plans are finalized, construction bids are awarded, and projects are completed. In addition, certain construction funds expected from non-bond sources, including State grant funds for eligible projects, have not yet been secured. Therefore the Board of Trustees cannot guarantee that the bonds will provide sufficient funds to allow completion of all listed projects.

FURTHER SPECIFICATIONS

No Administrator Salaries. Proceeds from the sale of bonds authorized by this proposition shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

Single Purpose. All of the purposes enumerated in this proposition shall be united and voted upon as one single proposition, pursuant to section 15100 of the California Education Code, and all the enumerated purposes shall constitute the specific single purpose of the bonds, and proceeds of the bonds shall be spent only for such purpose, pursuant to section 53410 of the California Government Code.

Other Terms of the Bonds. When sold, the bonds shall bear interest at an annual rate not exceeding the statutory maximum, and that interest will be made payable at the time or times permitted by law. The bonds may be issued and sold in several series, and no bond shall be made to mature later than shall be permitted by law.

Section 2. Ballot Proposition. Pursuant to section 13247 of the California Elections Code and section 15122 of the California Education Code, the Board hereby directs the Registrar of Voters to use the following abbreviation of the bond proposition on the ballot:

“To improve local public schools and keep them safe, clean and well maintained by replacing and updating aging classrooms and buildings; upgrading facilities and sites to current safety, accessibility and building codes; upgrading educational technology; repairing electrical, heating, and cooling systems; constructing and improving sports facilities and parking; and refinancing outstanding facilities debt; shall Sausalito Marin City School District issue \$29.8 million of bonds at interest rates within the legal limit, with a Citizens’ Oversight Committee to audit expenditures?”

Section 3. Voter Pamphlet. The Registrar of Voters of the County is hereby requested to reprint Section 1 hereof (including Exhibit A hereto) in its entirety in the voter information pamphlets to be distributed to voters pursuant to section 13307 of the California Elections Code. In the event Section 1 is not reprinted in the voter information pamphlets in its entirety, the Registrar of Voters of the County is hereby requested to print, immediately below the impartial analysis of the bond proposition, in no less than 10-point boldface type, a legend substantially as follows:

“The above statement is an impartial analysis of Measure _____. If you desire a copy of the measure, please call the Marin County Registrar of Voters at (415) 473-6456 and a copy will be mailed at no cost to you.”

Section 4. Required Vote. Pursuant to section 18 of Article XVI and section 1 of Article XIII A of the State Constitution, the above proposition shall become effective upon the affirmative vote of at least 55% of those voters voting on the proposition.

Section 5. Matching Funds. Pursuant to section 15122.5 of the California Education Code, the District hereby requests that the Registrar of Voters of the County include the following statement in the ballot pamphlet:

Approval of Measure _____ does not guarantee that the proposed project or projects in the Sausalito Marin City School District that are the subject of bonds under Measure _____ will be funded beyond the local revenues generated by Measure _____. The school district's proposal for the project or projects may assume the receipt of matching state funds, which could be subject to appropriation by the Legislature or approval of a statewide bond measure.

Section 6. Request to County Officers to Conduct Election; Payment of Election Costs.

(a) The Registrar of Voters of the County is hereby requested, pursuant to section 5322 of the California Education Code, to take all steps to call and hold the election in accordance with law and these specifications.

(b) The District hereby agrees to reimburse the County for actual costs incurred by it for the District's election, as set forth in the current election cost allocation procedures of the County.

Section 7. Consolidation Requirement; Canvass.

(a) Pursuant to section 15266(a) of the California Education Code, the election shall be consolidated with the statewide general election on November 8, 2016.

(b) The Board of Supervisors of the County is authorized and requested to canvass the returns of the election, pursuant to section 10411 of the California Elections Code.

Section 8. Delivery of Order of Election to County Officers. The Clerk of the Board of Trustees of the District is hereby directed to deliver, no later than August 12, 2016, one copy of this Resolution to the County Superintendent of Schools and the Registrar of Voters of the County together with the Tax Rate Statement (attached hereto as Exhibit B), completed and signed by the Superintendent, and shall file a copy of this Resolution with the Clerk of the Board of Supervisors of the County.

Section 9. Ballot Arguments. The members of the Board are hereby authorized, but not directed, to prepare and file with the Registrar of Voters of the County a ballot argument in favor of the proposition contained in Section 1 hereof, within the time established by the Registrar of Voters of the County.

Section 10. Further Authorization. The members of this Board, the Superintendent, and all other officers of the District are hereby authorized, individually and collectively, to do any and all things that they deem necessary or advisable in order to effectuate the purposes of this resolution.

Section 11. Effective Date. This Resolution shall take effect upon its adoption.

PASSED AND ADOPTED this 2nd day of August, 2016, by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

APPROVED:

President of the Board of Trustees of the
Sausalito Marin City School District

Attest:

Clerk of the Board of Trustees of the
Sausalito Marin City School District

CLERK'S CERTIFICATE

I, , Clerk of the Board of Trustees of the Sausalito Marin City School District, of Marin County, California, hereby certify as follows:

The attached is a full, true and correct copy of a resolution duly adopted at a meeting of the Board of Trustees of the District duly and regularly held at the regular meeting place thereof on August 2, 2016, and entered in the minutes thereof, of which meeting all of the members of the Board of Trustees had due notice and at which a quorum thereof was present. The resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

At least 24 hours before the time of said meeting, a written notice and agenda of the meeting was mailed and received by or personally delivered to each member of the Board of Trustees not having waived notice thereof, and to each local newspaper of general circulation, radio, and television station requesting such notice in writing, and was posted in a location freely accessible to members of the public, and a brief description of the resolution appeared on said agenda.

I have carefully compared the same with the original minutes of the meeting on file and of record in my office. The resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of _____, 2016.

Clerk of the Board of Trustees
Sausalito Marin City School District

EXHIBIT A

SAUSALITO MARIN CITY SCHOOL DISTRICT

BOND PROJECT LIST

Bond funds may be spent on the following projects at some or all of the District's sites although there is no guarantee that the bonds will provide sufficient funds to allow completion of all listed projects:

Refinance the 2013 Certificates of Participation	The 2013 Certificates of participation, currently payable from the District's general fund, were delivered to finance various improvements to Martin Luther King, Jr. Academy (previously a 5-8 school) to combine it with Bayside Elementary (previously a K-4 school) to create one K-8 community school that was renamed Bayside Martin Luther King, Jr. Academy.	Bayside Martin Luther King, Jr. Academy
Classroom furniture	Replace existing furniture with new flexible, movable 21st century classroom furniture to enhance the student learning environment.	Bayside Martin Luther King, Jr. Academy and Willow Creek Academy
Classroom HVAC and electrical	Replace aging classroom electrical and HVAC systems.	Willow Creek Academy
Classroom HVAC repairs to second floor	Repair second floor heating and cooling, and the heating and cooling inside the hallway-atrium space.	Bayside Martin Luther King, Jr. Academy
Classroom technology	Provide new digital, interactive classroom projectors and other technology improvements.	Bayside Martin Luther King, Jr. Academy and Willow Creek Academy
Drainage improvements / creek restoration	Improve drainage by replacing aging storm drain system on campus, including restoration of natural, vegetated channels and adjacent drainage improvements.	Willow Creek Academy
Drinking fountains	Install new drinking fountains.	Bayside Martin Luther King, Jr. Academy
Exterior ADA path of travel & code required fire alarm upgrades	Provide code required upgrades to exterior ADA path of travel and campus fire alarm improvements.	Willow Creek Academy
Exterior building siding repairs and sewer lines	Repair damaged exterior building siding and dry rot. Replace aged and damaged sewer lines.	Willow Creek Academy

Exterior safety and security - improved parking	Replace annex building with new outdoor parking and secondary campus drop-off to address parking congestion and safe access to fields.	Bayside Martin Luther King, Jr. Academy
Interior classroom finishes	Replace and repair classroom interior flooring, ceilings, and cabinetry.	Willow Creek Academy
Multipurpose room improvements	Improve acoustics and traffic flow at existing multipurpose rooms.	Bayside Martin Luther King, Jr. Academy and Willow Creek Academy
New academic classroom support space	Construct new permanent modular classroom building to provide administrative and academic support space for the campus.	Bayside Martin Luther King, Jr. Academy
New campus storage	Re-utilize existing enclosed space for campus-wide storage.	Bayside Martin Luther King, Jr. Academy
New gymnasium and classroom building	Construct new gymnasium, classroom, and administrative offices at the front of the school including new parking, additional drop off, for a new school entrance and reconfigure existing buildings.	Willow Creek Academy
New kitchen classroom	Construct new culinary based education classroom space.	Willow Creek Academy
Outdoor classrooms	Create outdoor classroom areas at different locations across the campus.	Willow Creek Academy
Outdoor student plaza	Create larger outdoor student gathering spaces by converting the existing traffic circle into a student plaza, to move traffic flow to campus perimeter.	Willow Creek Academy
Renovate athletic fields	Re-grade existing fields, replace drainage, and resurface fields for fully functional athletic activities.	Bayside Martin Luther King, Jr. Academy
Renovate classroom entrances	Relocate existing classroom entrances at three classrooms to connect to the main campus.	Willow Creek Academy
Replace aging portable classrooms	Replace aging temporary portables with a new permanent modular classroom building.	Bayside Martin Luther King, Jr. Academy
Restroom repairs	Repair damaged and aging restroom tile and plumbing fixtures.	Willow Creek Academy

STEM lab classroom	Convert existing academic support space into a shared STEM (Science, Technology, Engineering, and Math) classroom space.	Bayside Martin Luther King, Jr. Academy and Willow Creek Academy
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The listed projects will be completed as needed. Each project is assumed to include its share of furniture, equipment, architectural, engineering, and similar planning costs, program management, staff training expenses and a customary contingency, and escalation for unforeseen design and construction costs. In addition to the listed projects stated above, the Project List also includes the acquisition of a variety of instructional, maintenance and operational equipment, including the reduction or retirement of outstanding lease obligations and interim funding incurred to advance fund projects from the Project List, payment of the costs of preparation of all facility planning, facility studies, assessment reviews, facility master plan preparation and updates, environmental studies (including environmental investigation, remediation and monitoring), design and construction documentation, and temporary housing of dislocated District activities caused by bond projects. The upgrading of technology infrastructure includes, but is not limited to, computers, LCD projectors, portable interface devices, servers, switches, routers, modules, sound projection systems, laser printers, digital white boards, document projectors, upgrade voice-over-IP, call manager and network security/firewall, and other miscellaneous equipment and software.

The budget for each project, as defined in the Capital Investment Program is an estimation and may be affected by factors beyond the District’s control. The final cost of each project will be determined as plans are finalized, construction bids are awarded and projects are completed. Based on the final costs of each project, certain of the projects described above may be delayed or may not be completed. Demolition of existing facilities and reconstruction of facilities scheduled for repair and upgrade may occur, if the Board determines that such an approach would be more cost-effective in creating enhanced and operationally efficient campuses. Necessary site preparation/restoration and landscaping, may occur in connection with new construction, renovation or remodeling, or installation or removal of relocatable classrooms, including ingress and egress, removing, replacing, or installing irrigation, utility lines, trees and landscaping, redirecting fire access, and acquiring any necessary easements, licenses, or rights of way to the property.

The allocation of bond proceeds may be affected by the District’s receipt of State matching funds and the final costs of each project. In the absence of State matching funds, which the District will pursue to reduce the District’s share of the costs of the projects, the District may not be able to complete some of the projects listed above.

FISCAL ACCOUNTABILITY: IN ACCORDANCE WITH EDUCATION CODE SECTION 15272, THE BOARD OF TRUSTEES WILL APPOINT A CITIZENS’ OVERSIGHT COMMITTEE AND CONDUCT ANNUAL INDEPENDENT AUDITS TO ASSURE THAT FUNDS ARE SPENT ONLY ON DISTRICT PROJECTS AND FOR NO OTHER PURPOSE. THE EXPENDITURE OF BOND MONEY ON THESE PROJECTS IS SUBJECT TO STRINGENT FINANCIAL ACCOUNTABILITY REQUIREMENTS. BY LAW, PERFORMANCE AND FINANCIAL AUDITS WILL BE PERFORMED ANNUALLY, AND ALL BOND EXPENDITURES WILL BE MONITORED BY AN INDEPENDENT CITIZENS’ OVERSIGHT

COMMITTEE TO ENSURE THAT FUNDS ARE SPENT AS PROMISED AND SPECIFIED. THE CITIZENS' OVERSIGHT COMMITTEE MUST INCLUDE, AMONG OTHERS, REPRESENTATION OF A BONA FIDE TAXPAYERS ASSOCIATION, A BUSINESS ORGANIZATION AND A SENIOR CITIZENS ORGANIZATION. NO DISTRICT EMPLOYEES OR VENDORS ARE ALLOWED TO SERVE ON THE CITIZENS' OVERSIGHT COMMITTEE.

NO ADMINISTRATOR SALARIES: PROCEEDS FROM THE SALE OF THE BONDS AUTHORIZED BY THIS PROPOSITION SHALL BE USED ONLY FOR THE ACQUISITION, CONSTRUCTION, RECONSTRUCTION, REHABILITATION, OR REPLACEMENT OF SCHOOL FACILITIES, INCLUDING THE FURNISHING AND EQUIPPING OF SCHOOL FACILITIES, AND NOT FOR ANY OTHER PURPOSE, INCLUDING TEACHER AND SCHOOL ADMINISTRATOR SALARIES AND OTHER OPERATING EXPENSES.

EXHIBIT B

TAX RATE STATEMENT

An election will be held in the Sausalito Marin City School District (the "District") on November 8, 2016, to authorize the sale of up to \$29.8 million in bonds of the District for the specific school facilities projects listed in the Bond Project List established by the District, as described in the proposition. If the bonds are authorized, the District expects to sell the bonds in one or more series. Principal and interest on the bonds will be payable from the proceeds of tax levies made upon the taxable property in the District. The following information is provided in compliance with Sections 9400-9404 of the California Elections Code.

(1) The best estimate of the tax rate that would be required to be levied to fund the bonds during the first fiscal year after the first sale of the bonds based on estimated assessed valuations available at the time of filing of this statement, is \$0.024 per \$100 of assessed valuation (\$24.17 per \$100,000 of assessed valuation) in fiscal year 2018-19.

(2) The best estimate of the tax rate that would be required to be levied to fund the bonds during the first fiscal year after the last sale of the bonds, based on estimated assessed valuations available at the time of filing of this statement, is \$0.024 per \$100 of assessed valuation (\$24.17 per \$100,000 of assessed valuation) in fiscal year 2018-19

(3) The best estimate of the highest tax rate that would be required to be levied to fund the bonds, based on estimated assessed valuations available at the time of filing of this statement, is \$0.024 per \$100 of assessed valuation (\$24.28 per \$100,000 of assessed valuation) in fiscal year 2027-28.

(4) The best estimate of the average tax rate which would be required to be levied to fund the bonds during the life of the bonds, based on estimated assessed valuations available at the time of filing of this statement, is \$0.024 per \$100 of assessed valuation (\$24.24 per \$100,000 of assessed valuation).

(5) The best estimate of the total debt service, including the principal and interest, that would be required to be repaid if all the bonds are issued and sold is \$50,003,467 (\$29,800,000 of principal and \$20,203,467 of interest). This estimates is based on assumptions regarding future interest rates and the term, timing, structure and amount of each series of bonds.

Voters should note that such estimated tax rates are specific to the repayment of bonds issued under this authorization and are and will be in addition to tax rates levied in connection with other bond authorizations approved or to be approved by the District or any other overlapping public agency.

Voters should note that estimated tax rate is based on the ASSESSED VALUE of taxable property on Marin County's official tax rolls, not on the property's market value. Property owners should consult their own property tax bills to determine their property's assessed value and any applicable tax exemptions.

Attention of all voters is directed to the fact that the foregoing information is based upon the District's projections and estimates only, which are not binding upon the District. The actual tax rates and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for construction funds and other factors. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the Marin County Assessor in the annual assessment and the equalization process.

Dated: August 2, 2016.

Superintendent
Sausalito Marin City School District

Sausalito Marin City School District

Agenda Item: 9.02

Date: August 2, 2016

- Correspondence
- Reports
- General Functions
- Pupil Services
- Personnel Services
- Financial & Business Procedures
- Curriculum and Instruction
- Policy Development

Consent Agenda

Item Requires Board Action: Item is for Information Only:

Item: Approval on the 2016-2017 Local Control Accountability Plan (LCAP)

Background:

Assembly Bill 97 (Chapter 47, Statutes of 2013) signed by Governor Brown on July 1, 2013 specifies implementation requirements for Local Control Funding Formula (LCFF) which includes the development of Local Control Accountability Plan (LCAP).

Local Education Agencies (LEA's) must adopt three-year LCAP's. Plans must be aligned to LEA budget and describe annual goals for all pupils and each subgroup to be achieved for each of the state priorities identified in statute and any additional local priorities identified by the local governing board. Specific actions the LEA will take during each year to achieve those goals will be delineated.

In developing the LCAP governing boards must consult with teachers, parents, school administration, other school personnel, parents and pupils to provide advice to the board and superintendent on LCAP requirements. Constituent groups should be formed or assembled to provide and contribute to the development of the plan. Upon completion of the LCAP, it must submit to the County Office of Education for final approval.

Please find attached a draft of the 2016-2019 LCAP document and supporting documentation, written by the district LCAP writing team in collaboration with the district office staff.

Fiscal Impact:

The District's LCFF for 2016-2017 is \$1,870,290 (floor level) and \$1,928,024 (target entitlement) which is funded by local property tax and state aid. This total includes supplemental and concentrations funds of approximately \$303,052 based on enrollment of subgroup populations (socio-economically disadvantaged, English Language Learners, and Foster students), which represents 80.63% the student enrollment. The LCAP will describe how these funds are spent in achieving educational goals and priorities.

The LCAP must be adopted each year in tandem with Budget adoption.

Recommendation:

Approve

Introduction:

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

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any

locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

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

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

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

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

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

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

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

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Feedback from this meeting was important to the development of the district's LCAP. This information helped the LCAP Planning Team and Writing Team align the LCAP Goals, Strategies, and Actions to the feedback. They also provided guidance about priorities for upcoming years. Student Voice sessions emphasized the need to provide students more rigorous curriculum to support success in high school and beyond.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

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

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

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

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

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

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

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

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

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

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

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

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract Math and Science Instruction from High School 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$40,000
26. Develop plan to support students and families in transition to high school. Student Intervention Facilitator	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Intervention Facilitator - Expense Listed in Goal 2, Action 11 0.00
27. Investigate adoption of middle-school achievement program such as Achievement Via Individual Determination (AVID) to provide students with skills to support academic achievement. Developed by Principal.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Principal 1.0 FTE - Expense included in Goal 2, Action 1 0.00 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$15,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

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

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

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

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

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

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

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

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

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

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

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

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

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Increase student achievement for all students. Increase student achievement for all students. Annual CAASPP (California Assessment of Student Performance and Progress) results will be used to measure academic achievement from the Baseline year data. Baseline year data is 2014-2015. 2015-2016 will be reviewed when available. (Year-to-year increases in the percentage of students achieving "Above Standard", as well as incremental increases from "Below Standard" to "Near Standard". Baseline year data is 2014-2015 (2015-2016 will be reviewed when available): <p>2014-2015 SBAC scores for English Language Arts (ELA) and Math:</p> <table border="0"> <tr> <td>Grade 3 -ELA</td> <td>16% Proficient</td> <td>Math</td> <td>17% Proficient</td> </tr> <tr> <td>Grade 4- ELA</td> <td>7% Proficient</td> <td>Math</td> <td>33% Proficient</td> </tr> <tr> <td>Grade 5- ELA</td> <td>53% Proficient</td> <td>Math</td> <td>61% Proficient</td> </tr> <tr> <td>Grade 6- ELA</td> <td>25% Proficient</td> <td>Math</td> <td>8% Proficient</td> </tr> <tr> <td>Grade 7 -ELA</td> <td>0% Proficient</td> <td>Math</td> <td>0% Proficient</td> </tr> <tr> <td>Grade 8- ELA</td> <td>0% Proficient</td> <td>Math</td> <td>0% Proficient</td> </tr> </table> <ul style="list-style-type: none"> In addition, using MAP (Measure of Academic Progress), student progress in English Language Arts and Math will be monitored three times during the year (August/September; January; April). ESGI (Educational Software for Guided Instruction) will be used to monitor kindergarten students' progress. Improve reclassification rates of English Learners English Learners' progress will be monitored using CELDT (California English Language Development Test) with the expectation that students will progress one level each year(State Priority 4): Ensure that all students have access to standards aligned instructional materials. (State Priority 1) Full implementation of Common Core State Standards and ELD standards based instruction by 2017-18 (State Priority 2) Proficiency on Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS): Complete SIPPS testing. Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019 Proficiency on Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Complete DIBELS testing. Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019 The district will offer a broad course of study to ensure that all students have access in all required subject areas (State Priority 7). The district will identify local indicators of student performance and begin collecting data (State Priority 8). 	Grade 3 -ELA	16% Proficient	Math	17% Proficient	Grade 4- ELA	7% Proficient	Math	33% Proficient	Grade 5- ELA	53% Proficient	Math	61% Proficient	Grade 6- ELA	25% Proficient	Math	8% Proficient	Grade 7 -ELA	0% Proficient	Math	0% Proficient	Grade 8- ELA	0% Proficient	Math	0% Proficient
Grade 3 -ELA	16% Proficient	Math	17% Proficient																						
Grade 4- ELA	7% Proficient	Math	33% Proficient																						
Grade 5- ELA	53% Proficient	Math	61% Proficient																						
Grade 6- ELA	25% Proficient	Math	8% Proficient																						
Grade 7 -ELA	0% Proficient	Math	0% Proficient																						
Grade 8- ELA	0% Proficient	Math	0% Proficient																						

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

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

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

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

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

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

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

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

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

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

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

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

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

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

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

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

LCAP Year 2: 2017-2018

Expected Annual
Measurable
Outcomes:

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

<p>? 91 % of parent and student report feeling safe at school ? 94 % of students report that they feel they belong at school</p> <p>The district will increase parents and students feeling safe at school and that they feel they belong to school to 95%.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Implement SMCS D Board policy and commitment to enhance and sustain a community school model.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2. Continue support of community school coordinator. The Community School Coordinator, in collaboration with the Superintendent and Principal, will implement a grant funding source for the continued sustainability of the community school coordinator position.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Community School Coordinator - No Funding Source Identified. 5000-5999: Services And Other Operating Expenditures 0.00</p>
<p>3. Diversify sustainable funding sources to support community school development. Development by the Community School Coordinator.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Community School Coordinator - Expense included in Goal 1 Action 2. 0.00</p>
<p>4. Use framework to assess, refine and strengthen partnerships and identify gaps and evaluate formal partnership agreements with each organization to support student learning and growth to identify measurable goals, scope of services, staffing, schedules,</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth</p>	<p>Community School Coordinator - Expense included in Goal 1 Action 2. 0.00</p>

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

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

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Strengthen and expand support and opportunities for parents/guardians and students to know how to be prepared and ready for the future. o Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019 • Increase student and family connectedness to a safe, supportive, and stable learning environment (State Priority 6) o A local measure will be established to determine the baseline in 2016-2017 for 2017-2018 and 2018-2019. • Strengthen and create a positive and safe learning environment (State Priority 6). o A local measure will be established to determine the baseline in 2016-2017 for 2017-2018 and 2018-2019. • Improved student attendance (State Priority 5): The district will increase and then maintain the attendance rate at 95%. o Attendance Rates: 2014-2015 – 92.3% 2015-2016 – 93.9%. • Improved student chronic absenteeism (State Priority 5): Chronic Absenteeism is when a student is absent 10% of the school year (18 days). The district will decrease the chronic absenteeism rate by 5% each year over the next three years. o Chronic Absenteeism in 2014-2015: 23 (14%) o Chronic Absenteeism in 2015-2016: 26 (18%) • Improved student tardiness (State Priority 5): Tardys decrease 36.5% from 2014-2015 to 2015-2016. Maintain tardy rate at a maximum of 5.5% o Tardy Rates 2014-2015: ? Tardys: 2,819 Late 30 Minutes: 505 Total: 3,324 (13%) o Tardy Rates 2015-2016: ? Tardys: 1,059 Late 30 Minutes: 325 Total: 1,384 (5.5%) • Middle School Dropout Rates (State Priority 5): There were no middle school dropouts in 2014-2015 and 1 (one) in 2015-2016. The district will maintain middle school dropout rates of less than 1%. • Improved discipline incidents (State Priority 6): Insert progress indicator language here. o Discipline Total in 2014-2015: 793 Discipline Total in 2015-2016: 909 • Improved suspension rates (State Priority 6): Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019 measurement to include: Percent of students with one suspension and percent of students with multiple suspensions. • Expulsion rates (State Priority 6): There were no expulsions in 2014-2015 and 2015-2016. The district will maintain less than 1% of expulsions each year. • Student and family surveys: Establish baseline in 2016-17 to determine increase for 2017-18 and 2018-19. o Baseline to be determined in 2016-2017 for 2017-2018 and 2018-2019. o What is the baseline for this metric? • The California Healthy Kids Survey, or similar measurement tool (State Priority 6): Determine baseline in 2016-17 for 2017-18, 2018-19. o The California Healthy Kids Survey was last completed in 2008-2009. The district will complete the survey in 2016-2017, which will establish a baseline for 2017-2018 and 2018-2019. o An annual school survey was completed in early spring and results were presented to Trustees in a formal presentation by the PreK -3 Early School Success team indicating the following:
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? 91 % of parent and student report feeling safe at school
 ? 94 % of students report that they feel they belong at school

The district will increase parents and students feeling safe at school and that they feel they belong to school to 95%.

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

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

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

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

GOAL 3:	<p>Family and Community Engagement Generate active engagement between parents/families and the school, and connections with the community, to promote learning and success.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
Identified Need :	<ul style="list-style-type: none"> • Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community). • Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement. • Improve communications and connections with family and community stakeholders throughout the district. • Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning. 		
Goal Applies to:	<p>Schools: All Applicable Pupil Subgroups: All</p>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Parent/family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data. <ul style="list-style-type: none"> o Increased parent/guardian/guardian/ community attendance at district/site meetings/activities: Establish a baseline in 2016-17, determine increase for 2017-18, 2018-19. o Increased parent/guardian educational opportunities: Establish baseline in 2016-17, determine increase for 2017-18, 2018-19 o Increased achievement and reclassification celebrations (Sate Priority 3): Establish baseline 2016-17, determine increase for 2017-18, 2018-19 o Increased frequency of communications between school/district and home (State Priority 3): Establish a baseline 2016-17 to determine the level of parent participation this generates and determine the increase for 2017-2018 and 2018-2019 • Students will connect learning and preparation for their future through the support of informed parent/family and community who are engaged as partners. Improvement will be measured by increases from the Baseline year data. Establish baseline year data is 2016-17 to determine outcomes in 2017-2018 and 2018-2019. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Create family and community engagement plan. Developed by Community School Coordinator.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Supplemental/Concentration \$500

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

		(Specify)	
6. Provide language translation and interpretation for all district and school communications, student progress reports, and parent/family conferences: investigate robust system such as CTS LanguageLink.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$500 4000-4999: Books And Supplies Title 1 \$500
7. Coordinate increased displays of student work (including academic work, art work etc.). Developed by Community School Coordinator with Principal.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Base \$250
8. Facilitate a variety of student performances each year. Developed by Community School Coordinator with Principal.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Base \$250
9. Coordinate regular student recognition events. Developed by Community School Coordinator with Principal.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Supplemental/Concentration \$1,000

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

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

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

LCAP Year 2: 2017-2018

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

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

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

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

Site Council role and structure, etc. Developed by Community School Coordinator and Principal.		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0.00 4000-4999: Books And Supplies Supplemental/Concentration \$500
17. Maintain facilities, operations and staffing levels (custodians, grounds, maintenance, operations, campus supervision, etc) to provide students and staff with safe, clean, and productive environment.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base \$251,516 Employee Mandatory and Health & Welfare Costs included in the Salary Total of \$251,516 3000-3999: Employee Benefits Base 0.00 4000-4999: Books And Supplies Base \$4,080 5000-5999: Services And Other Operating Expenditures Base \$99,911 7000-7439: Other Outgo Base \$20,400
18. Continue walking bus in partnership with Community Service District. Coordinated by Community School Coordinator and Principal.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Base \$250
19. Provide nutritious meals for all students.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7000-7439: Other Outgo Supplemental/Concentration \$47,820
20. Align staff, services and systems to support goals of the LCAP and support learning.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Partial Chief Business Official 2000-2999: Classified Personnel Salaries Base \$82,815 3000-3999: Employee Benefits Base \$29,075 Admn Assistant Expense 2000-2999: Classified Personnel Salaries Base \$46,656

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Admn Assistant Expense 3000-3999: Employee Benefits Base \$19,003
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Parent/family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data. <ul style="list-style-type: none"> o Increased parent/guardian/guardian/ community attendance at district/site meetings/activities: Establish a baseline in 2016-17, determine increase for 2017-18, 2018-19. o Increased parent/guardian educational opportunities: Establish baseline in 2016-17, determine increase for 2017-18, 2018-19 o Increased achievement and reclassification celebrations (State Priority 3): Establish baseline 2016-17, determine increase for 2017-18, 2018-19 o Increased frequency of communications between school/district and home (State Priority 3): Establish a baseline 2016-17 to determine the level of parent participation this generates and determine the increase for 2017-2018 and 2018-2019 • Students will connect learning and preparation for their future through the support of informed parent/family and community who are engaged as partners. Improvement will be measured by increases from the Baseline year data. Establish baseline year data is 2016-17 to determine outcomes in 2017-2018 and 2018-2019. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Update plan family and community engagement plan as needed; repeat survey as needed.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Supplemental/Concentration \$500
2. Schedule and host meetings for the necessary parent committees and organizations (such as Parent-Teacher Organization, LCAP Parent Advisory Committee, LCAP District English Learner Committee, School Site Council, etc.) to meet decision-making requirements and support student progress and engagement.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community School Coordinator - Expense included in Goal 1 Action 2 and Principal - Expense included in Goal 2, Action 1 0.00 4000-4999: Books And Supplies Supplemental/Concentration \$2,500

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

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

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

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

<p>20. Align staff, services and systems to support goals of the LCAP and support learning.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Partial Chief Business Official 2000-2999: Classified Personnel Salaries Base \$83,760 Chief Business Official 3000-3999: Employee Benefits Base \$29,406 Admn Assistant Expense 2000-2999: Classified Personnel Salaries Base \$47,188 Admn Assistant Expense 3000-3999: Employee Benefits Base \$19,219</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Our students will have appropriate and varied communication and language skills. Student all be able to read at the 3rd grade level when they are in 3rd grade.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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 <u>School Wide</u>	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	Testing Goals for Reading/Writing/Language Arts: 70% proficient, 80% of non-proficient move up one level, at the tested grade level or higher 85% "core" DIBELS at the tested grade level or higher 75% proficient SBAC at the tested grade level or higher	Actual Annual Measurable Outcomes:	1. There was a common ELA adoption purchased in August 2015016. However, common measures for reading, writing, and language arts outcomes were not established.. Common measures will be implemented for the 2016-17 school year and proficiency will be measured to respond to the proficiency levels described. 2. DIBELS data was not collected during 2015-16 school year for ELA or Math. Staffing changes eliminated the testing coordinator who worked directly with the Special Education team to administer DIBELS 3. SBAC data indicates that during the first year of baseline data collection, that the range of proficiency by grade level as follows: Grade 3 -ELA 16% Proficient Math 17% Proficient Grade 4- ELA 7% Proficient Math 33% Proficient Grade 5- ELA 53% Proficient Math 61% Proficient Grade 6- ELA 25% Proficient Math 8% Proficient Grade 7 -ELA 0% Proficient Math 0% Proficient Grade 8- ELA 0% Proficient Math 0% Proficient Grade 5 indicates progress toward intended goal of 75% Proficient on SBAC. Focusing on common assessments using Wonders, Math Expressions, and SBAC data with areas of specific focus on standards achievement will be the focus for 2016-17.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Professional Development/Training for Staff: Continue to support and	Professional Development/Training	Professional Development/Training for Staff: Continue to support and	Professional Development/Training-

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

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

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

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

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

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

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

Original GOAL 2 from prior year LCAP:	Increase student proficiency in math as measured by SIBA, Expressions, MDTP and SBAC. The District's goal is to have all 8th graders doing Allegra level math.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>School Wide</u>	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:		All
Expected Annual Measurable Outcomes:	75% Proficient SIBA (3-5 grade) 90% move up one-level (3-5) 70% pre-algebra readiness on MDTP (6th and 7th grade) 65% algebra readiness on MDTP (8th grade) 70% proficient on SBAC	Actual Annual Measurable Outcomes:	1. Study Island was not utilized during the 2015-16 school year, so there is no data to report for grades 3-5 2. No data available 3. MDTP-Mathematical Readiness Test from UC San Diego was not utilized so there is not data available for grades 6 & 7 4. SBAC scores for grades 3-8 indicate the following proficiency: Grade 3-17% Proficient Grade 4-33% Proficient Grade 5-61% Proficient Grade 6-8% Proficient Grade 7-0% Proficient Grade 8-0% Proficient Both fourth and fifth grade students are moving toward the established 70% proficiency target. Math Expressions and formal math programs and assessments should be utilized in addition to SBAC results.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Maintain small class sizes	Teaching/Professional Expert 1000-1999: Certificated Personnel Salaries General Fund \$85,000 Student Assessment Tools 4000-4999: Books And Supplies Lottery \$6,000 Expressions~ Student Assessment	Maintain and support small class sizes.	Base expense listed in Goal 6, Action 1. 0.00 Student Assessment Tools-Lottery Unrestricted Lottery \$10,597 Expressions~ Student Assessment Tool/Materials 4000-4999: Books And Supplies Title 1 \$5,555

	Tool/Materials 4000-4999: Books And Supplies Lottery \$5,000		
Scope of Service School Wide		Scope of Service School Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Personalize math instruction through the use of technology	Expressions/Student Assessment Tools 4000-4999: Books And Supplies Lottery \$6,000	Supplies were provided to personalize math instruction through the use of technology.	Resource - Unrestricted Lottery 4000-4999: Books And Supplies Lottery \$4,870
Scope of Service School Wide		Scope of Service School Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X 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?			

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

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

Original GOAL 3 from prior year LCAP:	Increase parent involvement during the school day and at school events		Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>School Wide</u>
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	90% of parents will attend one or more school events and volunteer at least one-hour	Actual Annual Measurable Outcomes:	<p>1. Parents have traditionally participated in the teacher led parent education sessions with 90% attendance. They also attend Back to School Night and Open House. On May 26, 2016, an overwhelming number of families attended the International festival coordinated by two primary teachers Jenn Banks and Emily Matto. The event brought the community together with student performances, "passport" activities to learn about all the cultures in the school including Haiti, Africa, Brazil, France, Philippines, Vietnam, Guatemala, Yemen, Ghana, Pakistan. Parents prepared authentic food from their cultures, music set the tone for the celebration.</p> <p>2. Parents as classroom volunteers has not been developed nor has a PTA or DELAC advisory. Through P3 grant funds, a Family Engagement Coordinator will be hired to expand family support and participation within the school day. Parents as partners in education is the goal.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Parent involvement; School climate Increase parent participation in the education of our students	Parent Aides/Noon Duty Aides 2000-2999: Classified Personnel Salaries General Fund \$53,000 Parent Liasion 2000-2999: Classified Personnel Salaries Pre K to 3 Grant \$13,000	Parent Aides/Noon Duty Aides and Parent Liasion provided for parent involvement.	2000-2999: Classified Personnel Salaries Base \$61,500 3000-3999: Employee Benefits Base \$13,530 Parent Liasion 2000-2999: Classified Personnel Salaries Pre K to 3 Grant \$21,361

			Parent Liasion 3000-3999: Employee Benefits Pre K to 3 Grant \$4,990
Scope of Service School Wide		Scope of Service School Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Development of Full Service Community Based programs	Supplies/Materials 4000-4999: Books And Supplies Title 1 \$1,000		
Scope of Service LEA-Wide		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			
3. Provide school-wide cultural and educational activities	Supplies/Materials 4000-4999: Books And Supplies Title 1 \$500	Supplies and materials were provided for school-wide cultural and educational activities.	Supplies/Materials 4000-4999: Books And Supplies Title 1 \$500
Scope of Service School Wide		Scope of Service School Wide	
X All ----- OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

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

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

Original GOAL 4 from prior year LCAP:	Increase student attendance rates	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>School Wide</u>	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	90% actual attendance rate	Actual Annual Measurable Outcomes:	1. CBEDS 2015 indicate a 92.5% attendance rate which exceeds the goal of 90% established.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide positive student attendance rewards and recognition	Community Liaison 2000-2999: Classified Personnel Salaries General Fund \$18,500 Community Liaison 2000-2999: Classified Personnel Salaries Title 1 \$18,500 School Site Secretary/Assistant 2000-2999: Classified Personnel Salaries General Fund \$48,000 Community Liaison/School Site Secretary 3000-3999: Employee Benefits General Fund \$29,000		Community Liaison-Base expense listed in Goal 6, Action 1 0.00 Community Liaison 2000-2999: Classified Personnel Salaries Title 1 \$37,805 Community Liaison 2000-2999: Classified Personnel Salaries Title 1 \$20,117 School Site Secretary/Assistant-Base expense listed in Goal 3, Action 1 0.00
Scope of Service	School-Wide	Scope of Service	School-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Partner with Marin Housing Authority to improve attendance rates		Teh district Partnered with Marin Housing Authority to improve attendance rates (No cost)	
Scope of Service School-Wide		Scope of Service School-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Utilize parent/community liaisons and school counselor to effectively identify and work with parents and students of eliminating factors that affect student attendance.	Nutrition/Cafeteria 7000-7439: Other Outgo General Fund \$60,000 Custodial/Cafeteria Supplies 7000-7439: Other Outgo General Fund \$20,000	Meals were provided to all students in an effort to eliminate factors that affect student attendance.	7000-7439: Other Outgo Base \$52,101
Scope of Service School-Wide		Scope of Service School-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

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

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

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

Original GOAL 6 from prior year LCAP:	All students will have access to courses taught by appropriately credentialed - high quality instructors using relevant high quality measures.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	All teachers will be appropriately credentialed All students will have access to high quality instructional materials	Actual Annual Measurable Outcomes:	1. All teachers are appropriately credentialed. In the K-8 model of instruction, all teachers have multiple subject credentials. 2. All students have access to high quality instructional materials as the district purchased a common standards based program for both ELA, Wonders, and Math, Math Expressions to ensure common core aligned instructional materials and assessment tools.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Estimated Actual Annual Expenditures	
1. Develop curriculum maps for student success	Certificated Staff 1000-1999: Certificated Personnel Salaries General Fund \$1,000,000 Staff/Paraprofessional 2000-2999: Classified Personnel Salaries General Fund \$500,000 Instructional Staff 3000-3999: Employee Benefits General Fund \$350,000	Certificated and classified staff provided support for development of curriculum maps for student success,	1000-1999: Certificated Personnel Salaries Base \$1,024,137 3000-3999: Employee Benefits Base \$184,593 2000-2999: Classified Personnel Salaries Base \$421,517 3000-3999: Employee Benefits Base \$106,264
Scope of Service	School-Wide	Scope of Service	School-Wide
<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

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

<p>around the common core</p>	<p>Instructional Materials 4000-4999: Books And Supplies Lottery \$10,000 Instructional Materials 4000-4999: Books And Supplies Title 1 \$10,000 Librarian 2000-2999: Classified Personnel Salaries General Fund \$25,000</p>		<p>Supplies Title 1 \$6,914 Restricted Lottery Object 4100 4000-4999: Books And Supplies Lottery \$6,906</p>								
<table border="1"> <tr> <td data-bbox="100 407 243 480">Scope of Service</td> <td data-bbox="243 407 562 480">School-Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 480 562 776"> <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School-Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1010 407 1155 480">Scope of Service</td> <td data-bbox="1155 407 1482 480">School-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1010 480 1482 776"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	School-Wide										
<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	School-Wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<table border="1"> <tr> <td data-bbox="100 776 510 935"> What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? </td> <td colspan="3" data-bbox="510 776 1953 935"></td> </tr> </table>				What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?							
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

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

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

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

28.4	%	
7		

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

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

- Pupil Outcomes
- Engagement
- Conditions of Learning

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

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

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

Section 4: Expenditure Summary

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

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

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

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	3,973.00	3,973.00	3,973.00	11,919.00
3000-3999: Employee Benefits		22,700.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	304,672.00	351,960.00	334,537.00	338,290.00	1,024,787.00
3000-3999: Employee Benefits	Facilities	54,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	General Fund	443,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Pre K to 3 Grant	0.00	4,990.00	1,688.00	1,688.00	1,688.00	5,064.00
3000-3999: Employee Benefits	Special Education	0.00	22,178.00	4,951.00	5,007.00	5,065.00	15,023.00
3000-3999: Employee Benefits	Supplemental/Concentration	0.00	0.00	61,269.00	58,794.00	66,054.00	186,117.00
3000-3999: Employee Benefits	Title 1	0.00	10,140.00	53,823.00	53,823.00	53,823.00	161,469.00
3000-3999: Employee Benefits	Title II	0.00	0.00	3,768.00	3,768.00	3,768.00	11,304.00
3000-3999: Employee Benefits	Title III	0.00	0.00	1,060.00	1,060.00	1,060.00	3,180.00
3000-3999: Employee Benefits	TSG	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	6,500.00	18,250.00	33,330.00	18,412.00	69,992.00
4000-4999: Books And Supplies	Facilities	8,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	General Fund	11,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	27,000.00	11,776.00	34,000.00	34,000.00	34,000.00	102,000.00
4000-4999: Books And Supplies	MCF grants	5,000.00	900.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Pre K to 3 Grant	0.00	0.00	3,161.00	3,161.00	3,161.00	9,483.00
4000-4999: Books And Supplies	Supplemental/Concentration	0.00	0.00	12,000.00	12,000.00	12,000.00	36,000.00
4000-4999: Books And Supplies	Title 1	18,000.00	20,930.00	10,200.00	10,200.00	10,200.00	30,600.00
4000-4999: Books And Supplies	Title II	0.00	0.00	1,135.00	1,135.00	1,135.00	3,405.00
4000-4999: Books And Supplies	TSG	0.00	0.00	0.00	0.00	0.00	0.00

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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

01-13-15 [California Department of Education]

Goal 1 2016-2017

Student Achievement

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State Priorities Selected: 1, 2, 4, 7, 8

Identified Need

- Increase academic achievement for all students.
- Increase student access to challenging, rigorous, and relevant content taught by enthusiastic and skilled educators.
- Strengthen and create a positive and safe learning environment.
- Increase access to art, foreign language, and technology.
- Number of students referred for special education testing: The number of students referred for special education testing will be reviewed during the process of the district developing its student intervention program (RTI) in an effort to best serve its students.
- Number of special education students reclassified to classroom setting: The number of students referred for special education testing will be reviewed during the process of the district developing its student intervention program (RTI). in an effort to best serve its students.
- ~~• Proficiency on Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)~~
- ~~• Proficiency on Dynamic Indicators of Basic Early Literacy Skills (DIBELS)~~
- ~~• Reduce number of students referred for special education testing by 10% annually.~~
- ~~• Increase number of special education students reclassified to classroom setting 5% annually.~~

Expected Annual Measurable Outcomes

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

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

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

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

Goal 2 2016-2017

Community School

Enhance and sustain a community school model that includes partnerships and services for improved and expanded student learning, stronger families and a healthier community.

State Priorities Selected: 5, 6,

Identified Need

- Students are healthy: physically, socially, and emotionally.
- Students learn in a safe, supportive, and stable environment.
- Engage the whole child and family.
- Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community).
- Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement.
- Improve communications and connections with family and community stakeholders throughout the district.
- Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning.

Expected Annual Measurable Outcomes

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

- The California Healthy Kids Survey, or similar measurement tool (State Priority 6): Determine baseline in 2016-17 for 2017-18, 2018-19.
 - The California Healthy Kids Survey was last completed in 2008-2009. The district will complete the survey in 2016-2017, which will establish a baseline for 2017-2018 and 2018-2019.
 - An annual school survey was completed in early spring and results were presented to Trustees in a formal presentation by the PreK -3 Early School Success team indicating the following:
 - 91 % of parent and student report feeling safe at school
 - 94 % of students report that they feel they belong at school

The district will increase parents and students feeling safe at school and that they feel they belong to school to 95%.

Goal 3 2016-2017

Family and Community Engagement

Generate active engagement between parents/families and the school, and connections with the community, to promote learning and success.

State Priorities Selected: 3

Identified Need

- Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community).
- Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement.
- Improve communications and connections with family and community stakeholders throughout the district.
- Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning.

Expected Annual Measurable Outcomes

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

- Students will connect learning and preparation for their future through the support of informed parent/family and community who are engaged as partners. Improvement will be measured by increases from the Baseline year data. Establish baseline year data is 2016-17 to determine outcomes in 2017-2018 and 2018-2019.

Sausalito Marin City School District
 LCAP Budget Summary - 2016/2017, 2017/2018, and 2018/2019
 August 2, 2016

Summary by Funding Source

****DRAFT****

		Base	Supplemental/ Concentration	Title I	Title II	Title III	Restricted Lottery	Special Ed	Pre K-3	Local Grant Mental Health	Totals
Goal 1	Year 1	\$ 2,287,793	\$ 363,933	\$ 197,483	\$ 22,521	\$ 5,033	\$ 34,000	\$ 139,217	\$ 27,433	\$ -	\$ 3,077,413
	Year 2	\$ 2,383,139	\$ 365,424	\$ 197,483	\$ 22,521	\$ 5,033	\$ 34,000	\$ 138,941	\$ 27,433	\$ -	\$ 3,173,974
	Year 3	\$ 2,452,876	\$ 372,807	\$ 197,483	\$ 22,521	\$ 5,033	\$ 34,000	\$ 138,661	\$ 27,433	\$ -	\$ 3,250,814
Goal 2	Year 1	\$ -	\$ 47,500	\$ -	\$ -	\$ -	\$ -	\$ 24,246	\$ -	\$ 9,000	\$ 80,746
	Year 2	\$ -	\$ 17,500	\$ -	\$ -	\$ -	\$ -	\$ 24,522	\$ -	\$ -	\$ 42,022
	Year 3	\$ -	\$ 17,500	\$ -	\$ -	\$ -	\$ -	\$ 24,802	\$ -	\$ -	\$ 42,302
Goal 3	Year 1	\$ 558,334	\$ 57,320	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ -	\$ 676,154
	Year 2	\$ 567,706	\$ 57,320	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ -	\$ 685,526
	Year 3	\$ 577,248	\$ 57,320	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ -	\$ 695,068

Sausalito Marin City School District LCAP 2016-2017 Summary of Expenditures - Goal 1
Proposed Changes Based on Public Comments (Noted in Highlighted Sections in Blue Ink)
August 2, 2016

Goal 1	Year 1	2016-2017	Expense Listed	Object Code	Base	Supplemental/ Concentration	Title I	Title II	Title III	Restricted Lottery	Special Ed 6500	Pre K-3	Action Total		
Action	1	Principal & Mentor		1xxx	\$ 128,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 398,828	Action	1
				3xxx	\$ 30,363	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				1xxx	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		Superintendent - .60 FTE of the 1.0 FTE Position		1xxx	\$ 117,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 24,553	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		Vice Principal - .50 FTE & TII Indirect Costs		1xxx	\$ 15,486	\$ -	\$ 28,457	\$ 9,486	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 4,014	\$ -	\$ 7,541	\$ 2,344	\$ -	\$ -	\$ -	\$ -			
				7xxx	\$ -	\$ -	\$ 11,584	\$ -	\$ -	\$ -	\$ -	\$ -			
Action	2	Develop RTI, establish RTI Task Force		5xxx	\$ -	\$ 6,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,800	Action	2
Action	3	Differentiation to Support Students	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	3
Action	4	Assessment System such as MAP		5xxx	\$ -	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000	Action	4
Action	5	Two-Way Communication with Families	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	5
Action	6	Plan for College/Career Ready Students	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	6
Action	7	15-16 Estimates Special Education			\$ 1,042,829	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 393,463	\$ -	\$ 1,143,202	Action	7
		Excluded 0.20 FTE Psych G1, A5			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (24,246)	\$ -			
		Excluded WCA Salaries & Benefits			\$ (38,844)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (230,000)	\$ -			
Action	8	EL Support Systems such as GLAD		5xxx	\$ -	\$ 14,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,000	Action	8
Action	9	Support for Foster Youth		4xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	Action	9
Action	10	7.5 Classroom Teachers		1xxx	\$ 603,479	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 777,938	Action	10
				3xxx	\$ 174,459	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Action	11	IA's		2xxx	\$ -	\$ 89,077	\$ 63,535	\$ 2,000	\$ 3,973	\$ -	\$ -	\$ -	\$ 452,597	Action	11
		IA's		3xxx	\$ -	\$ 41,683	\$ 32,040	\$ 465	\$ 1,060	\$ -	\$ -	\$ -			
		Admn Assistant	G3, A20		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		School Secretary		2xxx	\$ 53,353	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 29,687	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		Computer Instruction		2xxx	\$ 16,448	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 3,827	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		Noon Aides		2xxx	\$ 26,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 6,049	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		Student Intervention Facilitator		2xxx	\$ -	\$ 25,888	\$ 29,384	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ -	\$ 13,886	\$ 14,242	\$ -	\$ -	\$ -	\$ -	\$ -			
Action	12	Textbooks and Materials		4100	\$ -	\$ 4,000	\$ 4,850	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ 13,850	Action	12
Action	13	Classroom Supplies & Instr'l Mat'ls		4300	\$ 9,000	\$ -	\$ 4,850	\$ -	\$ -	\$ 29,000	\$ -	\$ -	\$ 42,850	Action	13
Action	14	VAPA - To be developed...		3xxx	\$ -	\$ 70,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,000	Action	14
Action	15	Principal	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	15

Goal 1 Year 1 2016-2017 (Continued)

Action 16	Technology Equipment, No Cost Yr 1			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	16
Action 17	Field Trips		5xxx	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	Action	17
Action 18	Sports and Clubs Eco Top Ch, Robotics, Student Council, Yearbook		1xxx	\$ 9,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,089	Action	18
			2xxx	\$ 5,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -					
			3xxx	\$ 2,839	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -					
			4xxx	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -					
			5xxx	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -					
Action 19	Summer Bridge Program		5xxx	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	Action	19	
Action 20	Create & Coordinate PD - Principal	G2, A1	5xxx	\$ -	\$ 2,000	\$ -	\$ 1,132	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,226	Action	20
				\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -				
				\$ -	\$ -	\$ -	\$ 959	\$ -	\$ -	\$ -	\$ -				
				\$ -	\$ -	\$ -	\$ 1,135	\$ -	\$ -	\$ -	\$ -				
Action 21	Principal, PD for CCSS	G2, A1	1xxx	\$ -	\$ 3,400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,600	Action	21
			3xxx	\$ -	\$ 1,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
			5xxx	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
Action 22	PD for EL Support (GLAD for example)	G2, A1, A8, A20		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	22	
Action 23	PD for Cert & Class Staff	G2, A1 & A20		\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	Action	23	
Action 24	PreK-3 Grant	G3, A3	1xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 27,433	Action	24
			2xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 480				
			3xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,688				
			4xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,161				
			5xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,000				
			7xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,104				
Action 25	Partnerships w/ High Schools	G3, A4	5xxx	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	Action	25	
Action 26	Student/Family Support to High School Student Intervention Facilitator	G2, A11		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	26	
Action 27	AVID - Principal Oversees	G2, A1	5xxx	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	Action	27	

\$ 2,287,793 \$ 363,933 \$ 197,483 \$ 22,521 \$ 5,033 \$ 34,000 \$ 139,217 \$ 27,433 \$ 3,077,413

Goal 1	Year 2 2017-2018	Expense Listed	Object Code	Base	Supplemental/ Concentration	Title I	Title II	Title III	Restricted Lottery	Special Ed 6500	Pre K-3	Action Total	Action		
Action	1	<i>Principal & Mentor</i>		1xxx	\$ 129,459	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 402,697	Action	1
				3xxx	\$ 30,709	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				1xxx	\$ 15,171	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 5,057	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				1xxx	\$ 118,334	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 24,832	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				1xxx	\$ 15,662	\$ -	\$ 28,457	\$ 9,486	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 4,060	\$ -	\$ 7,541	\$ 2,344	\$ -	\$ -	\$ -	\$ -			
			7xxx	\$ -	\$ -	\$ 11,584	\$ -	\$ -	\$ -	\$ -	\$ -				
Action	2	Develop RTI, establish RTI Task Force		5xxx	\$ -	\$ 6,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,800	Action	2	
Action	3	Differentiation to Support Students	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	3	
Action	4	Assessment System such as MAP		5xxx	\$ -	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000	Action	4	
Action	5	Two-Way Communication with Families	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	5	
Action	6	Plan for College/Career Ready Students	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	6	
Action	7	15-16 Estimates Special Education			\$ 1,123,446	\$ -	\$ -	\$ -	\$ -	\$ 393,463	\$ -	\$ 1,208,992	Action	7	
		Excluded 0.20 FTE Psych G1, A5			\$ -	\$ -	\$ -	\$ -	\$ -	\$ (24,522)	\$ -				
		Excluded WCA Salaries & Benefits			\$ (53,395)	\$ -	\$ -	\$ -	\$ -	\$ (230,000)	\$ -				
Action	8	EL Support Systems such as GLAD		5xxx	\$ -	\$ 14,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,000	Action	8	
Action	9	Support for Foster Youth		4xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	Action	9	
Action	10	7.5 Classroom Teachers		1xxx	\$ 610,359	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 786,806	Action	10	
				3xxx	\$ 176,448	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
Action	11	<i>IA's</i> <i>IA's</i> <i>Admn Assistant</i> <i>School Secretary</i> <i>Computer Instruction</i> <i>Noon Aides</i> <i>Student Intervention Facilitator</i>	G3, A20	2xxx	\$ -	\$ 90,092	\$ 63,535	\$ 2,000	\$ 3,973	\$ -	\$ -	\$ -	\$ 455,631	Action	11
				3xxx	\$ -	\$ 42,158	\$ 32,040	\$ 465	\$ 1,060	\$ -	\$ -	\$ -			
					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				2xxx	\$ 53,961	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 30,025	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				2xxx	\$ 16,636	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 3,871	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				2xxx	\$ 26,296	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 6,118	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				2xxx	\$ -	\$ 25,888	\$ 29,384	\$ -	\$ -	\$ -	\$ -	\$ -			
3xxx	\$ -	\$ 13,886	\$ 14,242	\$ -	\$ -	\$ -	\$ -	\$ -							
Action	12	Textbooks and Materials		4100	\$ -	\$ 4,000	\$ 4,850	\$ -	\$ 5,000	\$ -	\$ -	\$ 13,850	Action	12	
Action	13	Classroom Supplies & Instrc'l Mat'ls		4300	\$ 9,000	\$ -	\$ 4,850	\$ -	\$ 29,000	\$ -	\$ -	\$ 42,850	Action	13	
Action	14	VAPA - To be developed...		5xxx	\$ -	\$ 70,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,000	Action	14	

Goal 1 Year 2 2017-2018 (Continued)

Action	15	Principal	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	15
Action	16	Technology Equipment, No Cost Yr 1		5xxx	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	Action	16
Action	17	Field Trips		5xxx	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	Action	17
Action	18	Sports and Clubs Eco Top Ch, Robotics, Student Council, Yearbook		1xxx	\$ 9,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,089	Action	18
				2xxx	\$ 5,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 2,839	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				4xxx	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				5xxx	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Action	19	Summer Bridge Program		5xxx	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	Action	19
Action	20	Create & Coordinate PD - Principal	G2, A1	5xxx	\$ -	\$ 2,000	\$ -	\$ 1,132	\$ -	\$ -	\$ -	\$ -	\$ 10,226	Action	20
				1xxx	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -			
				2xxx	\$ -	\$ -	\$ -	\$ 959	\$ -	\$ -	\$ -	\$ -			
				4xxx	\$ -	\$ -	\$ -	\$ 1,135	\$ -	\$ -	\$ -	\$ -			
Action	21	Principal, PD for CCSS	G2, A1	1xxx	\$ -	\$ 3,400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,600	Action	21
				3xxx	\$ -	\$ 1,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				5xxx	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Action	22	PD for EL Support (GLAD for example)	G2, A1, A8, A20		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	22
Action	23	PD for Cert & Class Staff	G2, A1 & A20		\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	Action	23
Action	24	PreK-3 Grant	G3, A3	1xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 27,433	Action	24
				2xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 480			
				3xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,688			
				4xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,161			
				5xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,000			
				7xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,104			
Action	25	Partnerships w/ High Schools	G3, A4	5xxx	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	Action	25
Action	26	Student/Family Support to High School Student Intervention Facilitator	G2, A11		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	26
Action	27	AVID - Principal Oversees	G2, A1	5xxx	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	Action	27

\$ 2,383,139 \$ 365,424 \$ 197,483 \$ 22,521 \$ 5,033 \$ 34,000 \$ 138,941 \$ 27,433 \$ 3,173,974

Goal 1	Year 3	2018-2019	Expense Listed	Object Code	Base	Supplemental/ Concentration	Title I	Title II	Title III	Restricted Lottery	Special Ed 6500	Pre K-3	Action Total		
Action	1	<i>Principal & Mentor</i>		1xxx	\$ 130,935	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 406,611	Action	1
				3xxx	\$ 31,059	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				1xxx	\$ 15,344	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 5,115	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		<i>Superintendent - .60 FTE of the 1.0 FTE Position</i>		1xxx	\$ 119,683	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 25,116	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		<i>Vice Principal - .50 FTE & TII Indirect Costs</i>		1xxx	\$ 15,841	\$ -	\$ 28,457	\$ 9,486	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 4,106	\$ -	\$ 7,541	\$ 2,344	\$ -	\$ -	\$ -	\$ -			
				7xxx	\$ -	\$ -	\$ 11,584	\$ -	\$ -	\$ -	\$ -	\$ -			
Action	2	Develop RTI, establish RTI Task Force		5xxx	\$ -	\$ 6,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,800	Action	2
Action	3	Differentiation to Support Students	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	3
Action	4	Assessment System such as MAP		5xxx	\$ -	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000	Action	4
Action	5	Two-Way Communication with Families	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	5
Action	6	Plan for College/Career Ready Students	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	6
Action	7	15-16 Estimates Special Education			\$ 1,192,135	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 393,463	\$ -	\$ 1,264,005	Action	7
		Excluded 0.20 FTE Psych G1, A5			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (24,802)	\$ -			
		Excluded WCA Salaries & Benefits			\$ (66,791)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (230,000)	\$ -			
Action	8	EL Support Systems such as GLAD		5xxx	\$ -	\$ 14,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,000	Action	8
Action	9	Support for Foster Youth		4xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	Action	9
Action	10	7.5 Classroom Teachers		1xxx	\$ 617,317	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 795,776	Action	10
				3xxx	\$ 178,459	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Action	11	IA's		2xxx	\$ -	\$ 91,120	\$ 63,535	\$ 2,000	\$ 3,973	\$ -	\$ -	\$ -	\$ 464,574	Action	11
		IA's		3xxx	\$ -	\$ 48,060	\$ 32,040	\$ 465	\$ 1,060	\$ -	\$ -	\$ -			
		Admn Assistant	G3, A20		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		School Secretary		2xxx	\$ 54,576	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 30,368	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		Computer Instruction		2xxx	\$ 16,825	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 3,915	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		Noon Aides		2xxx	\$ 26,596	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ 6,188	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
		Student Intervention Facilitator		2xxx	\$ -	\$ 26,183	\$ 29,384	\$ -	\$ -	\$ -	\$ -	\$ -			
				3xxx	\$ -	\$ 14,044	\$ 14,242	\$ -	\$ -	\$ -	\$ -	\$ -			
Action	12	Textbooks and Materials		4100	\$ -	\$ 4,000	\$ 4,850	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ 13,850	Action	12
Action	13	Classroom Supplies & Instrcl Mat'ls		4300	\$ 9,000	\$ -	\$ 4,850	\$ -	\$ -	\$ 29,000	\$ -	\$ -	\$ 42,850	Action	13
Action	14	VAPA - To be developed...		5xxx	\$ -	\$ 70,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,000	Action	14
Action	15	Principal	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	15

Goal 1 Year 3 2018-2019 (Continued)

Action 16	Technology Equipment, No Cost Yr 1		5xxx	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	Action	16
Action 17	Field Trips		5xxx	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	Action	17
Action 18	Sports and Clubs Eco Top Ch, Robotics, Student Council, Yearbook		1xxx	\$ 9,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,089	Action	18
			2xxx	\$ 5,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
			3xxx	\$ 2,839	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
			4xxx	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
			5xxx	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Action 19	Summer Bridge Program		5xxx	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	Action	19	
Action 20	Create & Coordinate PD - Principal	G2, A1	5xxx	\$ -	\$ 2,000	\$ -	\$ 1,132	\$ -	\$ -	\$ -	\$ -	\$ 10,226	Action	20
				\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -			
				\$ -	\$ -	\$ -	\$ 959	\$ -	\$ -	\$ -	\$ -			
				\$ -	\$ -	\$ -	\$ 1,135	\$ -	\$ -	\$ -	\$ -			
Action 21	Principal, PD for CCSS	G2, A1	1xxx	\$ -	\$ 3,400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,600	Action	21
			3xxx	\$ -	\$ 1,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
			5xxx	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Action 22	PD for EL Support (GLAD for example)	G2, A1, A8, A20		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	22	
Action 23	PD for Cert & Class Staff	G2, A1 & A20		\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ 1,000	Action	23	
Action 24	PreK-3 Grant	G3, A3	1xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	Action	24
			2xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 480		
			3xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,688		
			4xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,161		
			5xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,000		
			7xxx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,104		
Action 25	Partnerships w/ High Schools	G3, A4	5xxx	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	Action	25	
Action 26	Student/Family Support to High School Student Intervention Facilitator	G2, A11		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Action	26	
Action 27	AVID - Principal Oversees	G2, A1	5xxx	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	Action	27	

\$ 2,452,876 \$ 372,807 \$ 197,483 \$ 22,521 \$ 5,033 \$ 34,000 \$ 138,661 \$ 27,433 \$ 3,250,814

Sausalito Marin City School District LCAP 2016-2017 Summary of Expenditures - Goal 2

No Proposed Changes

August 2, 2016

Goal 2 Year 1 2016-2017

		Responsible Party	Expense Listed	Object Code	Supplemental/ Concentration	Special Ed 6500	Local Grant Mental Health	Action Total	
Action	1	Develop Community School Model	Supt./Board		\$ -	\$ -	\$ -	\$ -	Action 1
Action	2	Community School Coordinator - TBD	Supt./Board	5xxx	\$ 30,000	\$ -	\$ -	\$ 30,000	Action 2
Action	3	Identify Funding Option	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action 3
Action	4	Develop Framework for Partnerships	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action 4
Action	5	Student Social Emotional Support - 20% of Psych Provide Counseling to Students.	Psych	1xxx 3xxx	\$ - \$ -	\$ 19,295 \$ 4,951	\$ - \$ -	\$ 24,246	Action 5
Action	6	Schedule to Train Tutors/Volunteers	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action 6
Action	7	Support Community/Business Partnerships	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action 7
Action	8	PBIS 4 days of training	Sped. Dir. & Psych	1xxx 2xxx 3xxx 5xxx	\$ 3,750 \$ 4,000 \$ 2,250 \$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ 9,000	\$ 19,000	Action 8
Action	9	Investigate Support for Students with Trauma	Psych	G1, A5	\$ -	\$ -	\$ -	\$ -	Action 9
Action	10	Restorative Justice	Sch. Coord.	5xxx	\$ 5,000	\$ -	\$ -	\$ 5,000	Action 10
Action	11	Facilitate Discussions Re: Cultural Equity	Sch. Coord.	5xxx	\$ 2,500	\$ -	\$ -	\$ 2,500	Action 11
					\$ 47,500	\$ 24,246	\$ 9,000	\$ 80,746	

Sausalito Marin City School District LCAP 2016-2017 Summary of Expenditures - Goal 2

No Proposed Changes

August 2, 2016

Goal 2	Year 2	2017-2018	Responsible Party		Supplemental/ Concentration	Special Ed 6500	Local Grant Mental Health	Action Total		
Action	1	Develop Community School Model	Supt./Board		\$ -	\$ -	\$ -	\$ -	Action	1
Action	2	Community School Coordinator - TBD	Supt./Board	5xxx	\$ -	\$ -	\$ -	\$ -	Action	2
Action	3	Identify Funding Option	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action	3
Action	4	Develop Framework for Partnerships	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action	4
Action	5	Student Social Emotional Support - 30% of Psych Provide Counseling to Students.	Psych.	1xxx 3xxx	\$ - \$ -	\$ 19,515 \$ 5,007	\$ - \$ -	\$ 24,522	Action	5
Action	6	Schedule to Train Tutors/Volunteers	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action	6
Action	7	Support Community/Business Partnerships	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action	7
Action	8	PBIS 4 days of training	Sped. Dir. & Psych.	1xxx 2xxx 3xxx 5xxx	\$ 3,750 \$ 4,000 \$ 2,250 \$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ 10,000	Action	8
Action	9	Investigate Support for Students with Trauma	Psych.	G1, A5	\$ -	\$ -	\$ -	\$ -	Action	9
Action	10	Restorative Justice	Sch. Coord.	5xxx	\$ 5,000	\$ -	\$ -	\$ 5,000	Action	10
Action	11	Facilitate Discussions Re: Cultural Equity	Sch. Coord.	5xxx	\$ 2,500	\$ -	\$ -	\$ 2,500	Action	11
					\$ 17,500	\$ 24,522	\$ -	\$ 42,022		

Sausalito Marin City School District LCAP 2016-2017 Summary of Expenditures - Goal 2

No Proposed Changes

August 2, 2016

Goal 2	Year 3	2018-2019	Responsible Party		Supplemental/ Concentration	Special Ed 6500	Local Grant Mental Health	Action Total			
Action	1	Develop Community School Model	Supt./Board		\$ -	\$ -	\$ -	\$ -	Action	1	
Action	2	Community School Coordinator - TBD	Supt./Board	5xxx	\$ -	\$ -	\$ -	\$ -	Action	2	
Action	3	Identify Funding Option	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action	3	
Action	4	Develop Framework for Partnerships	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action	4	
Action	5	Student Social Emotional Support - 30% of Psych Provide Counseling to Students.	Psych.		1xxx 3xxx	\$ - \$ -	\$ 19,737 \$ 5,065	\$ - \$ -	\$ 24,802	Action	5
Action	6	Schedule to Train Tutors/Volunteers	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action	6	
Action	7	Support Community/Business Partnerships	Sch. Coord.	G1, A2	\$ -	\$ -	\$ -	\$ -	Action	7	
Action	8	PBIS 4 days of training	Sped. Dir. & Psych.		1xxx 2xxx 3xxx	\$ 3,750 \$ 4,000 \$ 2,250	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ 10,000	Action	8
Action	9	Investigate Support for Students with Trauma	Psych.	G1, A5	\$ -	\$ -	\$ -	\$ -	\$ -	Action	9
Action	10	Restorative Justice	Sch. Coord.		5xxx	\$ 5,000	\$ -	\$ -	\$ 5,000	Action	10
Action	11	Facilitate Discussions Re: Cultural Equity	Sch. Coord.		5xxx	\$ 2,500	\$ -	\$ -	\$ 2,500	Action	11
					\$ 17,500	\$ 24,802	\$ -	\$ 42,302			

Sausalito Marin City School District LCAP 2016-2017 Summary of Expenditures - Goal 3
 Proposed Changes Based on Public Comments (Noted in Highlighted Sections in Blue Ink)
 August 2, 2016

Goal 3		Year 1	2016-2017	Expense Listed	Object Code	Base	Supplemental/ Concentration	Title I	Pre K-3 Grant	Action Total		
Action	1	Family & Community Engagement		G1, A2	4xxx	\$ -	\$ 500	\$ -	\$ -	\$ 500	Action	1
Action	2	Create Necessary Parent Committees & Organizations		G1, A2	4xxx	\$ -	\$ 2,500	\$ -	\$ -	\$ 2,500	Action	2
Action	3	Community Liaison Position			5xxx	\$ -	\$ -	\$ -	\$ 60,000	\$ 60,000	Action	3
Action	4	Develop Communication Plan		G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	Action	4
		Superintendent Expense 0.60 FTE of the 1.0 FTE				\$ -	\$ -	\$ -	\$ -	\$ -		
Action	5	Update district and school website: Tech Contract - 4%, VP (0.50 FTE), Dist. Admn Asst (.40), Cert Stipend Available		G2, A1 G3, A20	5xxx	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	Action	5
Action	6	Translation Stipends, CTS Language Link?			4xxx	\$ 500	\$ -	\$ 500	\$ -	\$ 1,000	Action	6
Action	7	Student Art Work Displays			4xxx	\$ 250	\$ -	\$ -	\$ -	\$ 250	Action	7
Action	8	Facilitate Student Performances			5xxx	\$ 250	\$ -	\$ -	\$ -	\$ 250	Action	8
Action	9	Coordinate Student Recognition Events			4xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000	Action	9
Action	10	Coordinate Culturally Relevant Events			4xxx	\$ -	\$ 2,000	\$ -	\$ -	\$ 2,000	Action	10
Action	11	Continue and expand English classes for families.			1xxx	\$ 3,750	\$ -	\$ -	\$ -	\$ 10,000	Action	11
		Class Dist/Admn Asst. & EL Teachers			2xxx	\$ 3,750	\$ -	\$ -	\$ -			
					3xxx	\$ 2,500	\$ -	\$ -	\$ -			
Action	12	Training for families to support (CCSS) strategies.			1xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,250	Action	12
					3xxx	\$ -	\$ 250	\$ -	\$ -			
Action	13	Implement support for student learning at home.			1xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,250	Action	13
					3xxx	\$ -	\$ 250	\$ -	\$ -			
Action	14	Comm. Organizations to implement parent classes & workshops				\$ -	\$ -	\$ -	\$ -	\$ -	Action	14
Action	15	Leadership opportunities for parents			4xxx	\$ -	\$ 500	\$ -	\$ -	\$ 500	Action	15
Action	16	Parent Training in LCAP, SSC, etc.			4xxx	\$ -	\$ 500	\$ -	\$ -	\$ 500	Action	16
Action	17	Maintain Safe Environment			All	\$ 604,431	\$ -	\$ -	\$ -	\$ 368,536	Action	17
		Exclude WCA Expenses (Estimate Only)				\$ (235,895)	\$ -	\$ -	\$ -			
Action	18	Walking Bus			4xxx	\$ 250	\$ -	\$ -	\$ -	\$ 250	Action	18
Action	19	Provide Meals for Students			7xxx	\$ -	\$ 47,820	\$ -	\$ -	\$ 47,820	Action	19
Action	20	Align staff, services & systems to support goals of the LCAP/support learning			2xxx	\$ 81,882	\$ -	\$ -	\$ -	\$ 175,548	Action	20
		0.60 FTE of the 1.0 FTE CBO				\$ 46,130						
		0.50 FTE pf the 1.0 FTE Admn Assistant				\$ 28,747						
					3xxx	\$ 18,789	\$ -	\$ -	\$ -			
						\$ 558,334	\$ 57,320	\$ 500	\$ 60,000	\$ 676,154		

Sausalito Marin City School District LCAP 2016-2017 Summary of Expenditures - Goal 3
Proposed Changes Based on Public Comments (Noted in Highlighted Sections in Blue Ink)
August 2, 2016

Goal 3	Year 2	2017-2018	Expense Listed	Object Code	Base	Supplemental/ Concentration	Title I	Pre K-3 Grant	Action Total	Action	
Action	1	Family & Community Engagement	G1, A2	4xxx	\$ -	\$ 500	\$ -	\$ -	\$ 500	Action	1
Action	2	Create Necessary Parent Committees & Organizations	G1, A2	4xxx	\$ -	\$ 2,500	\$ -	\$ -	\$ 2,500	Action	2
Action	3	Community Liaison Position		5xxx	\$ -	\$ -	\$ -	\$ 60,000	\$ 60,000	Action	3
Action	4	Develop Communication Plan <i>Tentative Superintendent Expense 0.60 FTE of the 1.0 FTE</i>	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	Action	4
Action	5	Update district and school website: Tech Contract - 4%, VP (0.50 FTE), Dist. Admn Asst (.40), Cert Stipend Available	G2, A1 G3, A20	5xxx	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	Action	5
Action	6	Translation Stipends, CTS Language Link?		4xxx	\$ 500	\$ -	\$ 500	\$ -	\$ 1,000	Action	6
Action	7	Student Art Work Displays		4xxx	\$ 250	\$ -	\$ -	\$ -	\$ 250	Action	7
Action	8	Facilitate Student Performances			\$ 250	\$ -	\$ -	\$ -	\$ 250	Action	8
Action	9	Coordinate Student Recognition Events		4xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000	Action	9
Action	10	Coordinate Culturally Relevant Events		4xxx	\$ -	\$ 2,000	\$ -	\$ -	\$ 2,000	Action	10
Action	11	Continue and expand English classes for families. Class Dist/Admn Asst. & EL Teachers		1xxx 2xxx 3xxx	\$ 3,750 \$ 3,750 \$ 2,500	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ 10,000	Action	11
Action	12	Training for families to support (CCSS) strategies.		1xxx 3xxx	\$ - \$ -	\$ 1,000 \$ 250	\$ - \$ -	\$ - \$ -	\$ 1,250	Action	12
Action	13	Implement support for student learning at home.		1xxx 3xxx	\$ - \$ -	\$ 1,000 \$ 250	\$ - \$ -	\$ - \$ -	\$ 1,250	Action	13
Action	14	Comm. Organizations to implement parent classes & workshops			\$ -	\$ -	\$ -	\$ -	\$ -	Action	14
Action	15	Leadership opportunities for parents		4xxx	\$ -	\$ 500	\$ -	\$ -	\$ 500	Action	15
Action	16	Parent Training in LCAP, SSC, etc.		4xxx	\$ -	\$ 500	\$ -	\$ -	\$ 500	Action	16
Action	17	Maintain Safe Environment <i>Excludes WCA Expenses (Estimate Only)</i>			\$ 616,520 \$ (240,613)	\$ -	\$ -	\$ -	\$ 375,907	Action	17
Action	18	Afterschool Education and Safety Program		5xxx	\$ -	\$ -	\$ -	\$ -	\$ -		
Action	19	Walking Bus		4xxx	\$ 250	\$ -	\$ -	\$ -	\$ 250	Action	18
Action	20	Provide Meals for Students		7xxx	\$ -	\$ 47,820	\$ -	\$ -	\$ 47,820	Action	19
Action	21	Align staff, services & systems to support goals of the LCAP/support learning 0.60 FTE of the 1.0 FTE CBO 0.50 FTE pf the 1.0 FTE Admn Assistant		2xxx 3xxx	\$ 82,815 \$ 46,656 \$ 29,075 \$ 19,003	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ 177,549	Action	20
					\$ 567,706	\$ 57,320	\$ 500	\$ 60,000	\$ 685,526		

Goal 3 Year 3 2018-2019			Expense Listed	Object Code	Base	Supplemental/ Concentration	Title I	Pre K-3 Grant	Action Total		
Action	1	Family & Community Engagement	G1, A2	4xxx	\$ -	\$ 500	\$ -	\$ -	\$ 500	Action	1
Action	2	Create Necessary Parent Committees & Organizations	G1, A2	4xxx	\$ -	\$ 2,500	\$ -	\$ -	\$ 2,500	Action	2
Action	3	Community Liaison Position		5xxx	\$ -	\$ -	\$ -	\$ 60,000	\$ 60,000	Action	3
Action	4	Develop Communication Plan <i>Tentative Superintendent Expense 0.60 FTE of the 1.0 FTE</i>	G2, A1		\$ -	\$ -	\$ -	\$ -	\$ -	Action	4
Action	5	Update district and school website: Tech Contract - 4%, VP (0.50 FTE), <i>Dist. Admn Asst (.40), Cert Stipend Available</i>	G3, A20	5xxx	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	Action	5
Action	6	Translation Stipends, CTS Language Link?		4xxx	\$ 500	\$ -	\$ 500	\$ -	\$ 1,000	Action	6
Action	7	Student Art Work Displays		4xxx	\$ 250	\$ -	\$ -	\$ -	\$ 250	Action	7
Action	8	Facilitate Student Performances			\$ 250	\$ -	\$ -	\$ -	\$ 250	Action	8
Action	9	Coordinate Student Recognition Events		4xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000	Action	9
Action	10	Coordinate Culturally Relevant Events		4xxx	\$ -	\$ 2,000	\$ -	\$ -	\$ 2,000	Action	10
Action	11	Continue and expand English classes for families. Class Dist/Admn Asst. & EL Teachers		1xxx	\$ 3,750	\$ -	\$ -	\$ -	\$ 10,000	Action	11
				2xxx	\$ 3,750	\$ -	\$ -	\$ -			
				3xxx	\$ 2,500	\$ -	\$ -	\$ -			
Action	12	Training for families to support (CCSS) strategies.		1xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000	Action	12
				3xxx	\$ -	\$ 250	\$ -	\$ -	\$ 250		
Action	13	Implement support for student learning at home.		1xxx	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000	Action	13
				3xxx	\$ -	\$ 250	\$ -	\$ -	\$ 250		
Action	14	Comm. Organizations to implement parent classes & workshops			\$ -	\$ -	\$ -	\$ -	\$ -	Action	14
Action	15	Leadership opportunities for parents		4xxx	\$ -	\$ 500	\$ -	\$ -	\$ 500	Action	15
Action	16	Parent Training in LCAP, SSC, etc.		4xxx	\$ -	\$ 500	\$ -	\$ -	\$ 500	Action	16
Action	17	Maintain Safe Environment <i>Excluding WCA Expenses (Estimate Only)</i>			\$ 628,850		\$ -	\$ -	\$ 383,425	Action	17
					\$ (245,425)						
Action	18	Walking Bus		4xxx	\$ 250	\$ -	\$ -	\$ -	\$ 250	Action	18
Action	19	Provide Meals for Students		7xxx	\$ -	\$ 47,820	\$ -	\$ -	\$ 47,820	Action	19
Action	20	Align staff, services & systems to support goals of the LCAP/support learning 0.60 FTE of the 1.0 FTE CBO 0.50 FTE of the 1.0 FTE Admn Assistant		2xxx	\$ 83,760	\$ -	\$ -	\$ -	\$ 179,573	Action	20
					\$ 47,188						
					\$ 29,406						
				3xxx	\$ 19,219	\$ -	\$ -	\$ -			
					\$ 577,248	\$ 57,320	\$ 500	\$ 60,000	\$ 695,068		

Sausalito Marin City School District

Payment of Warrants

8/2, 2016

Attached warrants include:

- Batch 01 Fund 01 in the amount of \$72,059.40
- Batch 01 Fund 40 in the amount of \$18,272.96
- Batch 02 Fund 01 in the amount of \$261,297.92
- Batch 03 Fund 01 in the amount of \$86,949.18
- Batch 03 Fund 13 in the amount of \$2,337.18
- Batch 03 Fund 14 in the amount of \$34,475.15
- Batch 03 Fund 40 in the amount of \$18,272.96
- Batch 03 Fund 78 in the amount of \$21,862.00

Prepared by Vida Moattar
Sausalito Marin City School District Business Office

Date	Vendor	Fund 01=General 13=Cafeteria 14=Deferred Mai	Resource	Object	Amount	Purpose	C
07/11/2016	GAIDA ABUELQASEM	01-9472-0-5840.00-1110-1010-100-000-000	Pre K- 3 Grant	Professional/Consulting/Op. Ex	\$ 586.75	Pre K meetings	
07/11/2016	AMERICAN EXPRESS	01-0000-0-4300.00-0000-8211-735-000-000	Unrestricted	Supplies	\$ 55.48	Mower	
07/11/2016	AMERICAN EXPRESS	01-0000-0-4300.00-0000-7150-725-000-000	Unrestricted	Supplies	\$ 319.77	Food for meetings, fees	
07/11/2016	AMERICAN EXPRESS	01-0000-0-4300.00-1110-1010-100-000-000	Unrestricted	Supplies	\$ 473.77	Graduation	
07/11/2016	BAY CITIES REFUSE INC	01-0000-0-5550.00-0000-8200-000-000-000	Unrestricted	Operations	\$ 878.25	Refuse collection	
07/11/2016	BUCKS SAW SERVICE	01-8150-0-5600.00-0000-8110-735-000-000	Maintenance	Rentals, Leases, Repairs	\$ 17.92	Mower service	
07/11/2016	CAPITAL ONE COMMERCIAL	01-0000-0-4300.00-0000-7200-725-000-000	Unrestricted	Supplies	\$ 41.25	membership upgrade	
07/11/2016	CINTAS CORPORATION	01-8150-0-4300.00-0000-8100-735-000-000	Maintenance	Supplies	\$ 156.40	Maintenance supplies	
07/11/2016	COMCAST	01-0000-0-5555.00-0000-7200-725-000-000	Unrestricted	Operations	\$ 307.15	DO internet	
07/11/2016	CON E SOLUTIONS	01-0000-0-5840.00-0000-7705-700-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 3,060.00	Calpads consulting	Y
07/11/2016	DOCUMENT TRACKING SERVICES	01-0000-0-5840.00-0000-7180-725-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 1,826.00	LCAP translation	Y
07/11/2016	EMPLOYMENT DEVELOPMENT DEPT.	01-0000-0-9515.00-0000-0000-000-000-000	Unrestricted	Benefits	\$ 350.86	Q2, 2016	
07/11/2016	ETS	01-0000-0-4300.00-1110-1010-100-000-000	Unrestricted	Supplies	\$ 8.36	Pre ID Labels	
07/11/2016	GATEWAY LEARNING GROUP	01-6500-0-5835.00-5770-1182-700-000-000	Sp. Ed.	Professional/Consulting/Op. Ex	\$ 67.50	OT, group	Y
07/11/2016	GOODMAN BUILDING SUPPLY CO.	01-8150-0-4300.00-0000-8100-735-000-000	Maintenance	Supplies	\$ 154.87	Maintenance supplies	
07/11/2016	GRADUATION SOLUTIONS	01-0000-0-4300.00-1110-1010-100-000-000	Unrestricted	Supplies	\$ 165.96	Caps and Gowns	
07/11/2016	INFINITY COMMUNICATIONS	01-0000-0-5840.00-0000-7180-725-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 2,250.00	erate consulting fees	Y
07/11/2016	MOLLIE STONE'S	01-0000-0-4300.00-0000-7150-725-000-000	Unrestricted	Supplies	\$ 91.30	DO Food	
07/11/2016	P G & E CO	01-0000-0-5510.00-0000-8200-000-000-000	Unrestricted	Operations	\$ 56.81	Utilities	
07/11/2016	PARS	01-0000-0-3901.00-1110-1010-100-000-000	Unrestricted	Other Benefits-Certificated	\$ 49,778.24	Early retirement - certificated	Y
07/11/2016	PROTECTION ONE	01-0000-0-5840.00-0000-8300-101-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 1,076.46	Fire Alarm	Y
07/11/2016	SILYCO	01-0000-0-5849.00-0000-2420-700-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 9,600.00	IT services	Y
07/11/2016	TAM RENTALS	01-8150-0-4300.00-0000-8100-735-000-000	Maintenance	Supplies	\$ 48.00	Washer Rental	
07/11/2016	MARY THOMPSON	01-9472-0-5840.00-1110-1010-100-000-000	Pre K- 3 Grant	Professional/Consulting/Op. Ex	\$ 270.00	Pre K meetings	
07/11/2016	VERIZON WIRELESS	01-0000-0-5970.00-0000-7200-700-000-000	Unrestricted	Communications	\$ 418.30	Wifi Service	
					\$ 72,059.40		
07/11/2016	CODY ANDERSON WASNEY	40-0000-0-6210.00-0000-8500-700-000-111	Unrestricted	Buildings & Improvements	\$ 18,272.96	Architectural services	Y
					\$ 18,272.96		
07/15/2016	AT&T CALNET 2	01-0000-0-5970.00-0000-2700-700-000-000	Unrestricted	Communications	\$ 349.54	Phone billing 6/16	
07/15/2016	STATE OF CALIFORNIA	01-0000-0-5821.00-0000-7200-725-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 64.00	Fingerprinting	
07/15/2016	CDW-G	01-0000-0-4300.00-0000-7200-725-000-000	Unrestricted	Supplies	\$ 200.36	IT supplies	
07/15/2016	GREEN CONSULTING SERVICE	01-0000-0-5840.00-7110-5000-700-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 3,000.00	LCAP writing fee	
07/15/2016	MSIA	01-0000-0-5450.00-0000-7200-700-000-000	Unrestricted	Insurance	\$ 46,560.00	Prop. Liability insurance	
07/15/2016	STANDARD INSURANCE COMPANY CB	01-0000-0-9527.00-0000-0000-000-000-000	Unrestricted	Benefits	\$ 89.84	Life insurance- Admin	
07/15/2016	STATE BOARD OF EQUALIZATION	01-0000-0-9517.00-0000-0000-000-000-000	Unrestricted	Due to other Funds	\$ 81.85	Use Tax	
07/15/2016	STATE BOARD OF EQUALIZATION	01-3010-0-9517.00-0000-0000-000-000-000	Title I NCLB	Due to other Funds	\$ 212.55	Use Tax	
07/15/2016	STATE BOARD OF EQUALIZATION	01-6300-0-9517.00-0000-0000-000-000-000	Lottery-Instructional Materials	Due to other Funds	\$ 295.52	Use Tax	
07/15/2016	STATE BOARD OF EQUALIZATION	01-6500-0-9517.00-0000-0000-000-000-000	Sp. Ed.	Due to other Funds	\$ 64.83	Use Tax	
07/15/2016	STATE BOARD OF EQUALIZATION	01-6500-0-9517.00-0000-0000-000-000-000	Sp. Ed.	Due to other Funds	\$ 15.84	Use Tax	
07/15/2016	STATE BOARD OF EQUALIZATION	01-9479-0-9517.00-0000-0000-000-000-000	Transforming Schools Grant	Due to other Funds	\$ 670.59	Use Tax	
07/15/2016	WILLOW CREEK ACADEMY	01-0000-0-8096.00-0000-9200-103-000-000	Unrestricted	Revenue limit transfers	\$ 209,693.00	June 16 in lieu	
					\$ 261,297.92		
07/29/2016	ADVANCED SECURITY SYSTEMS	01-0000-0-5840.00-0000-8300-101-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 390.00	Alarm system 5-6/16	Y
07/29/2016	ANOVA INC.	01-6500-0-5833.00-5750-1185-700-000-000	Sp. Ed.	Professional/Consulting/Op. Ex	\$ 7,409.00	NPS - 2 students	Y
07/29/2016	ASSOCIATED VALUATION SERVICES	01-0000-0-5849.00-0000-7200-700-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 281.34	Inventory service	Y
07/29/2016	AT&T	01-0000-0-5970.00-0000-2700-000-000-000	Unrestricted	Communications	\$ 4,405.90	Phone billing - Opteman	
07/29/2016	AT&T	01-0000-0-5970.00-0000-2700-700-000-000	Unrestricted	Communications	\$ 38.31	Phone billing	
07/29/2016	AT&T CALNET 2	01-0000-0-5970.00-0000-2700-700-000-000	Unrestricted	Communications	\$ 805.98	Phone billing	
07/29/2016	BRIGHT PATH THERAPISTS	01-6500-0-5835.00-5770-1182-700-000-000	Sp. Ed.	Professional/Consulting/Op. Ex	\$ 2,240.00	OT - group billing	
07/29/2016	CSBA C/O WESTAMERICA BANK	01-0000-0-5300.00-0000-7110-725-000-000	Unrestricted	Dues & Memberships	\$ 5,134.00	16-17 membership	
07/29/2016	CSBA C/O WESTAMERICA BANK	01-0000-0-5840.00-0000-2420-700-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 2,500.00	16-17 membership	

Date	Vendor	Fund 01=General 13=Cafeteria 14=Deferred Mai	Resource	Object	Amount	Purpose	C
07/29/2016	CYPRESS SCHOOL	01-6500-0-5833.00-5750-1185-700-000-000	Sp. Ed.	Professional/Consulting/Op. Ex	\$ 2,611.71	NPS - 1 student	Y
07/29/2016	DANNIS WOLIVER KELLY	01-0000-0-5829.00-0000-7100-000-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 2,818.00	Legal fees	Y
07/29/2016	EAGLE SOFTWARE	01-0000-0-5840.00-0000-7205-000-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 4,500.00	Aeries software maintenance	
07/29/2016	FAGEN FRIEDMAN FULFROST	01-0000-0-5829.00-0000-7100-000-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 210.00	Sp. Ed. Legal fees	
07/29/2016	BOB FERGUSON	01-0000-0-4300.00-0000-7150-725-000-000	Unrestricted	Supplies	\$ 500.21	Lodging 7/16	
07/29/2016	FIRST STUDENT INC.	01-9473-0-5819.00-1110-1010-100-000-111	Pre K- 3 Grant	Professional/Consulting/Op. Ex	\$ 785.29	Field trip bus rental	
07/29/2016	FOLLETT SCHOOL SOLUTIONS	01-0000-0-4300.00-1150-2420-700-000-000	Unrestricted	Supplies	\$ 1,019.01	Library software maintenance	
07/29/2016	HYDREX PEST CONTROL	01-0000-0-5525.00-0000-8200-000-000-000	Unrestricted	Operations	\$ 215.00	pest control bi-monthly fee	
07/29/2016	KAISER FOUNDATION	01-0000-0-9526.00-0000-0000-000-000-000	Unrestricted	Benefits	\$ 11,147.01	Benefits	
07/29/2016	KAISER FOUNDATION	01-0000-0-9526.00-0000-0000-000-000-000	Unrestricted	Benefits	\$ 11,386.61	Benefits	
07/29/2016	KONE INC.	01-8150-0-5600.00-0000-8110-735-000-000	Maintenance	Rentals, Leases, Repairs	\$ 127.42	Elevator maintenance	Y
07/29/2016	LOUIE'S DELI	01-0000-0-4300.00-0000-7150-725-000-000	Unrestricted	Supplies	\$ 70.05	Board Meeting	
07/29/2016	MARIN COUNTY SHERIFF DEPART.	01-0000-0-5821.00-0000-7200-725-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 200.00	Fingerprinting	
07/29/2016	MARIN PUPIL TRANS. AGENCY	01-9002-0-7143.00-0001-9200-700-000-000	Sp. Ed. Transportation	Other tuition, excess costs	\$ 112.57	Sp. Ed. Transportation	
07/29/2016	MARIN RESOURCE RECOVERY CENTE	01-0000-0-5550.00-0000-8200-000-000-000	Unrestricted	Operations	\$ 225.00	Recycling	
07/29/2016	MARIN SANITARY SERVICE	01-0000-0-5550.00-0000-8200-000-000-000	Unrestricted	Operations	\$ 1,000.00	Dumpsters	
07/29/2016	MARIN SCOPE	01-0000-0-4300.00-0000-8211-735-000-000	Unrestricted	Supplies	\$ 54.60	26713 Legal Ad	
07/29/2016	JEFF MCNAUGHTON	01-0000-0-4300.00-0000-8211-735-000-000	Unrestricted	Supplies	\$ 3,600.00	Towel Cleaning Service	
07/29/2016	MCSBA	01-0000-0-4300.00-0000-7110-725-000-000	Unrestricted	Supplies	\$ 75.00	16-17 dues	
07/29/2016	MSIA DENTAL	01-0000-0-9528.00-0000-0000-000-000-000	Unrestricted	Benefits	\$ 2,442.43	Benefits	
07/29/2016	MSIA VISION	01-0000-0-9529.00-0000-0000-000-000-000	Unrestricted	Benefits	\$ 341.76	Benefits	
07/29/2016	NANCY ANN FLOWERS AND GIFTS	01-0000-0-4300.00-0000-7110-725-000-000	Unrestricted	Supplies	\$ 659.45	Graduation Flowers	
07/29/2016	OFFICE DEPOT	01-0000-0-4300.00-0000-7200-725-000-000	Unrestricted	Supplies	\$ 180.57	DO supplies	
07/29/2016	P G & E CO	01-0000-0-5510.00-0000-8200-000-000-000	Unrestricted	Operations	\$ 5,506.03	Utilities	
07/29/2016	PBI	01-0000-0-5960.00-0000-2700-700-000-000	Unrestricted	Communications	\$ 208.99	Postage meter fee	
07/29/2016	PROTECTION ONE	01-0000-0-5840.00-0000-8300-100-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 83.60	Fire Alarm	Y
07/29/2016	PROTECTION ONE	01-0000-0-5840.00-0000-8300-101-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 696.27	Fire Alarm	Y
07/29/2016	PROTECTION ONE	01-0000-0-5840.00-0000-8300-103-000-000	Unrestricted	Professional/Consulting/Op. Ex	\$ 112.59	Fire Alarm	Y
07/29/2016	RENAISSANCE LEARNING	01-1100-0-4300.00-1110-1010-100-000-000	Lottery	Supplies	\$ 2,195.00	Accelerated reading & math	
07/29/2016	RENAISSANCE LEARNING	01-1100-0-4300.00-1110-1010-101-000-000	Lottery	Supplies	\$ 2,195.00	Accelerated reading & math	
07/29/2016	SEAGATE BRIDGEWAY ASSOCIATES	01-0000-0-5555.00-0000-7150-725-000-000	Unrestricted	Operations	\$ 4,453.00	8/16 DO Rent	Y
07/29/2016	STANDARD INSURANCE COMPANY CB	01-0000-0-9527.00-0000-0000-000-000-000	Unrestricted	Benefits	\$ 104.24	Benefits	
07/29/2016	IDA TIMES	01-0000-0-4300.00-0000-7150-725-000-000	Unrestricted	Supplies	\$ 25.00	Parking - Board Meeting	
07/29/2016	LYDIA TUVESON	01-6500-0-5835.00-5770-1182-700-000-000	Sp. Ed.	Professional/Consulting/Op. Ex	\$ 207.50	1 on 1 therapy - 7/16	Y
07/29/2016	US BANCORP EQUIP. FINANCE INC	01-0000-0-5605.00-0000-2700-700-000-000	Unrestricted	Rentals, Leases, Repairs	\$ 890.40	Copier lease	
07/29/2016	WILLOW CREEK ACADEMY	01-6500-0-5139.00-5770-1190-700-000-000	Sp. Ed.	Sub agreements for services	\$ 645.34	Sp. Ed. Cafeteria	
07/29/2016	CATHERINE WOLFERS	01-9471-0-5800.00-1110-1010-700-000-000	Milagro Grant	Professional/Consulting/Op. Ex	\$ 2,140.00	Garden work 5-6/16	
					\$ 86,949.18		
07/29/2016	CLM GROUP	13-5310-0-4307.00-0000-3700-700-000-000	Cafeteria		\$ 1,397.00	Cafeteria software license	
07/29/2016	ECOLAB	13-5310-0-5840.00-0000-3700-101-000-000	Cafeteria	Supplies	\$ 113.53	Dishwasher supplies	
07/29/2016	ECOLAB	13-5310-0-5840.00-0000-3700-101-000-000	Cafeteria	Professional/Consulting/Op. Ex	\$ 104.65	Dishwasher rental	
07/29/2016	HEARTLAND SCHOOL SOLUTIONS	13-5310-0-4307.00-0000-3700-700-000-000	Cafeteria	Professional/Consulting/Op. Ex	\$ 722.00	Menu planning software	
					\$ 2,337.18		
07/29/2016	BRAGG PLUMBING	14-0000-0-5600.00-0000-8110-735-000-000	Unrestricted	Rentals, Leases, Repairs	\$ 636.10	Repairs at Robin's Nest	
07/29/2016	CLIFFORD MOSS	14-0000-0-5615.00-0000-8500-735-000-111	Unrestricted	Non capitalized improvements	\$ 33,250.00	Bond polling and services	Y
07/29/2016	VIDAL VERDUZCO	14-0000-0-5600.00-0000-8110-735-000-111	Unrestricted	Rentals, Leases, Repairs	\$ 589.05	67074 Faucet repair	
					\$ 34,475.15		
07/29/2016	CODY ANDERSON WASNEY	40-0000-0-6210.00-0000-8500-700-000-111	Unrestricted	Buildings & Improvements	\$ 18,272.96	Architectural services	
					\$ 18,272.96		Y
07/29/2016	WILLOW CREEK ACADEMY	78-0000-0-9620.00-0000-0000-000-000-000	Unrestricted	Due to other agencies	\$ 21,862.00	June 2016 A Bulletin	
					\$ 21,862.00		

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0001 GENERAL FUND
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION		
20132547	070906/	GAIDA ABUELQASEM													
		CL-160008	01-9472-0-5840.00-1110-1010-100-000-000										Pre K meetings	586.75	
			WARRANT TOTAL											\$586.75	
20132548	000609/	AMERICAN EXPRESS													
		CL-160001	01-0000-0-4300.00-0000-8211-735-000-000										Mower	55.48	
		CL-160002	01-0000-0-4300.00-0000-7150-725-000-000										Food for meetings, fees	319.77	
		CL-160003	01-0000-0-4300.00-1110-1010-100-000-000										Graduation	473.77	
			WARRANT TOTAL											\$849.02	
20132549	000006/	BAY CITIES REFUSE INC													
		PV-170002	01-0000-0-5550.00-0000-8200-000-000-000										7/16	878.25	
			WARRANT TOTAL											\$878.25	
20132550	070596/	BUCKS SAW SERVICE													
		CL-160018	01-8150-0-5600.00-0000-8110-735-000-000										Mower service	17.92	
			WARRANT TOTAL											\$17.92	
20132551	070132/	CAPITAL ONE COMMERCIAL													
		CL-160021	01-0000-0-4300.00-0000-7200-725-000-000										membership upgrade	41.25	
			WARRANT TOTAL											\$41.25	
20132552	070935/	CINTAS CORPORATION													
		CL-160014	01-8150-0-4300.00-0000-8100-735-000-000										626817811	156.40	
			WARRANT TOTAL											\$156.40	
20132553	070368/	COMCAST													
		PV-170001	01-0000-0-5555.00-0000-7200-725-000-000										D0 internet	307.15	
			WARRANT TOTAL											\$307.15	
20132554	070761/	CON E SOLUTIONS													
		CL-160005	01-0000-0-5840.00-0000-7705-700-000-000										2/15-6/30/16	3,060.00	
			WARRANT TOTAL											\$3,060.00	
20132555	070871/	DOCUMENT TRACKING SERVICES													
		CL-160012	01-0000-0-5840.00-0000-7180-725-000-000										LCAP translation	1,826.00	

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0001 GENERAL FUND
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE							ABA NUM	ACCOUNT NUM	AMOUNT		
	REQ#	REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
WARRANT TOTAL													\$1,826.00	
20132556	001807/	EMPLOYMENT DEVELOPMENT DEPT.												
		CL-160013	01-0000-0-9515.00-0000-0000-000-000-000										Q2, 2016	350.86
WARRANT TOTAL													\$350.86	
20132557	070235/	ETS												
		CL-160016	01-0000-0-4300.00-1110-1010-100-000-000										Pre ID Labels	8.36
WARRANT TOTAL													\$8.36	
20132558	070876/	GATEWAY LEARNING GROUP												
		CL-160009	01-6500-0-5835.00-5770-1182-700-000-000										17018	67.50
WARRANT TOTAL													\$67.50	
20132559	000023/	GOODMAN BUILDING SUPPLY CO.												
		CL-160011	01-8150-0-4300.00-0000-8100-735-000-000										Due 7/11	154.87
WARRANT TOTAL													\$154.87	
20132560	070958/	GRADUATION SOLUTIONS												
		CL-160019	01-0000-0-4300.00-1110-1010-100-000-000										Caps and Gowns	165.96
WARRANT TOTAL													\$165.96	
20132561	070945/	INFINITY COMMUNICATIONS												
		CL-160004	01-0000-0-5840.00-0000-7180-725-000-000										erate 5800	2,250.00
WARRANT TOTAL													\$2,250.00	
20132562	000548/	MOLLIE STONE'S												
		CL-160015	01-0000-0-4300.00-0000-7150-725-000-000										DO Food	91.30
WARRANT TOTAL													\$91.30	
20132563	000058/	P G & E CO												
		CL-160022	01-0000-0-5510.00-0000-8200-000-000-000										6/16	56.81
WARRANT TOTAL													\$56.81	
20132564	070960/	PARS												
		PV-170004	01-0000-0-3901.00-1110-1010-100-000-000										YJ-SRP16A	49,778.24
WARRANT TOTAL													\$49,778.24	

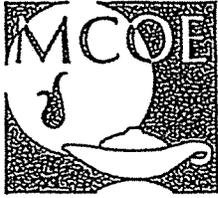
DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0001 GENERAL FUND
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
20132565	070222/	PROTECTION ONE				
		PV-170003	01-0000-0-5840.00-0000-8300-101-000-000		7/16	1,076.46
			WARRANT TOTAL			\$1,076.46
20132566	070406/	SILYCO				
		CL-160006	01-0000-0-5849.00-0000-2420-700-000-000		JUN2016	9,600.00
			WARRANT TOTAL			\$9,600.00
20132567	070613/	TAM RENTALS				
		CL-160017	01-8150-0-4300.00-0000-8100-735-000-000		Washer Rental	48.00
			WARRANT TOTAL			\$48.00
20132568	070897/	MARY THOMPSON				
		CL-160007	01-9472-0-5840.00-1110-1010-100-000-000		Pre K meetings	270.00
			WARRANT TOTAL			\$270.00
20132569	070759/	VERIZON WIRELESS				
		CL-160020	01-0000-0-5970.00-0000-7200-700-000-000		Wifi Service	418.30
			WARRANT TOTAL			\$418.30
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	23	TOTAL AMOUNT OF CHECKS:	\$72,059.40*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0001 GENERAL FUND
 FUND : 40 SPECIAL RESERVE-CAP OUTLAY #1

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE					ABA NUM	ACCOUNT NUM	AMOUNT				
	REQ#	REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
20132570	070934/	CODY ANDERSON WASNEY												
		CL-160010											0616.16001	18,272.96
													WARRANT TOTAL	\$18,272.96
*** FUND	TOTALS ***													
													TOTAL NUMBER OF CHECKS:	1
													TOTAL AMOUNT OF CHECKS:	\$18,272.96*
													TOTAL ACH GENERATED:	0
													TOTAL AMOUNT OF ACH:	\$.00*
													TOTAL EFT GENERATED:	0
													TOTAL AMOUNT OF EFT:	\$.00*
*** BATCH	TOTALS ***													
													TOTAL NUMBER OF CHECKS:	24
													TOTAL AMOUNT OF CHECKS:	\$90,332.36*
													TOTAL ACH GENERATED:	0
													TOTAL AMOUNT OF ACH:	\$.00*
													TOTAL EFT GENERATED:	0
													TOTAL AMOUNT OF EFT:	\$.00*
*** DISTRICT	TOTALS ***													
													TOTAL NUMBER OF CHECKS:	24
													TOTAL AMOUNT OF CHECKS:	\$90,332.36*
													TOTAL ACH GENERATED:	0
													TOTAL AMOUNT OF ACH:	\$.00*
													TOTAL EFT GENERATED:	0
													TOTAL AMOUNT OF EFT:	\$.00*

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VENDOR PAYMENT CERTIFICATION

Date 7/12/16

District Name SAUSALITO MARIN CITY

District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 261,297.92.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>2</u>	<u>261,297.92</u>
_____	_____	_____
_____	_____	_____
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_____	_____	_____

Authorized Signature *Paula Rigney*
7-13-16

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0002 GENERAL FUND
 FUND : 01 GENERAL FUND

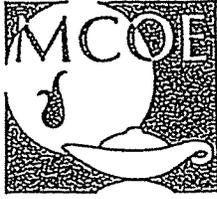
WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION		
20133052	070329/	AT&T CALNET 2													
		CL-160032	01-0000-0-5970.00-0000-2700-700-000-000										6/16	349.54	
			WARRANT TOTAL											\$349.54	
20133053	001811/	STATE OF CALIFORNIA													
		CL-160030	01-0000-0-5821.00-0000-7200-725-000-000										174491	64.00	
			WARRANT TOTAL											\$64.00	
20133054	070308/	CDW-G													
		PV-170006	01-0000-0-4300.00-0000-7200-725-000-000										DNK7319	200.36	
			WARRANT TOTAL											\$200.36	
20133055	070961/	GREEN CONSULTING SERVICE													
		CL-160029	01-0000-0-5840.00-7110-5000-700-000-000										LCAP	3,000.00	
			WARRANT TOTAL											\$3,000.00	
20133056	000250/	MSIA													
		PV-170007	01-0000-0-5450.00-0000-7200-700-000-000										MSIA-2017-PL-017	46,560.00	
			WARRANT TOTAL											\$46,560.00	
20133057	070200/	STANDARD INSURANCE COMPANY CB													
		PV-170005	01-0000-0-9527.00-0000-0000-000-000-000										7/16	89.84	
			WARRANT TOTAL											\$89.84	
20133058	000082/	STATE BOARD OF EQUALIZATION													
		CL-160023	01-0000-0-9517.00-0000-0000-000-000-000										Use Tax	81.85	
		CL-160024	01-3010-0-9517.00-0000-0000-000-000-000										Use Tax	212.55	
		CL-160025	01-6300-0-9517.00-0000-0000-000-000-000										Use Tax	295.52	
		CL-160026	01-6500-0-9517.00-0000-0000-000-000-000										Use Tax	64.83	
		CL-160027	01-6500-0-9517.00-0000-0000-000-000-000										Use Tax	15.84	
		CL-160028	01-9479-0-9517.00-0000-0000-000-000-000										Use Tax	670.59	
			WARRANT TOTAL											\$1,341.18	
20133059	002172/	WILLOW CREEK ACADEMY													
		CL-160031	01-0000-0-8096.00-0000-9200-103-000-000										July 2016	209,693.00	

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0002 GENERAL FUND
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE							ABA NUM	ACCOUNT NUM	AMOUNT			
	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	

WARRANT TOTAL														\$209,693.00	
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:							8	TOTAL AMOUNT OF CHECKS:				\$261,297.92*
			TOTAL ACH GENERATED:							0	TOTAL AMOUNT OF ACH:				\$.00*
			TOTAL EFT GENERATED:							0	TOTAL AMOUNT OF EFT:				\$.00*
***	BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:							8	TOTAL AMOUNT OF CHECKS:				\$261,297.92*
			TOTAL ACH GENERATED:							0	TOTAL AMOUNT OF ACH:				\$.00*
			TOTAL EFT GENERATED:							0	TOTAL AMOUNT OF EFT:				\$.00*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:							8	TOTAL AMOUNT OF CHECKS:				\$261,297.92*
			TOTAL ACH GENERATED:							0	TOTAL AMOUNT OF ACH:				\$.00*
			TOTAL EFT GENERATED:							0	TOTAL AMOUNT OF EFT:				\$.00*

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VENDOR PAYMENT CERTIFICATION

Date 7/27/16

District Name SAUSALITO MARIN CITY

District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 163,896.47.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>3</u>	<u>86,949.18</u>
<u>13</u>	<u>3</u>	<u>2,337.18</u>
<u>14</u>	<u>3</u>	<u>34,475.15</u>
<u>412</u>	<u>3</u>	<u>18,272.96</u>
<u>78</u>	<u>3</u>	<u>21,862.00</u>

Authorized Signature Paula Rigney
7-27-16

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0003 GENERAL FUND
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE							ABA NUM	ACCOUNT NUM	AMOUNT		
	REQ#	REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
20134233	070873/	ADVANCED SECURITY SYSTEMS												
		CL-160060		01-0000-0-5840.00-0000-8300-101-000-000									6/16	390.00
				WARRANT TOTAL										\$390.00
20134234	070374/	ANOVA INC.												
		CL-160042		01-6500-0-5833.00-5750-1185-700-000-000									519172-3	7,409.00
				WARRANT TOTAL										\$7,409.00
20134235	002550/	ASSOCIATED VALUATION SERVICES												
		PO-170020	1.	01-0000-0-5849.00-0000-7200-700-000-000									5275	281.34
				WARRANT TOTAL										\$281.34
20134236	000192/	AT&T												
		PO-170002	1.	01-0000-0-5970.00-0000-2700-000-000-000									7/16	4,405.90
				WARRANT TOTAL										\$4,405.90
20134237	070358/	AT&T												
		CL-160035		01-0000-0-5970.00-0000-2700-700-000-000									6/16	38.31
				WARRANT TOTAL										\$38.31
20134238	070329/	AT&T CALNET 2												
		CL-160033		01-0000-0-5970.00-0000-2700-700-000-000									6/16	805.98
				WARRANT TOTAL										\$805.98
20134239	070711/	BRIGHT PATH THERAPISTS												
		CL-160041		01-6500-0-5835.00-5770-1182-700-000-000									4825	2,240.00
				WARRANT TOTAL										\$2,240.00
20134240	002711/	CSBA C/O WESTAMERICA BANK												
		PO-170032	1.	01-0000-0-5300.00-0000-7110-725-000-000									16-17 membership	5,134.00
			2.	01-0000-0-5840.00-0000-2420-700-000-000									16-17 membership	2,500.00
				WARRANT TOTAL										\$7,634.00
20134241	070722/	CYPRESS SCHOOL												
		CL-160040		01-6500-0-5833.00-5750-1185-700-000-000									63516, 63516ESY	2,611.71
				WARRANT TOTAL										\$2,611.71

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0003 GENERAL FUND
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION		
20134242	070594/	DANNIS WOLIVER KELLY													
		CL-160058		01-0000-0-5829.00-0000-7100-000-000-000									193984-5, 194197	2,818.00	
				WARRANT TOTAL										\$2,818.00	
20134243	002898/	EAGLE SOFTWARE													
		PO-170033	1.	01-0000-0-5840.00-0000-7205-000-000-000									RN-5019	4,500.00	
				WARRANT TOTAL										\$4,500.00	
20134244	070721/	FAGEN FRIEDMAN FULFROST													
		CL-160045		01-0000-0-5829.00-0000-7100-000-000-000									47996-1	210.00	
				WARRANT TOTAL										\$210.00	
20134245	070940/	BOB FERGUSON													
		PV-170008		01-0000-0-4300.00-0000-7150-725-000-000									Lodging 7/16	500.21	
				WARRANT TOTAL										\$500.21	
20134246	002601/	FIRST STUDENT INC.													
		CL-160047		01-9473-0-5819.00-1110-1010-100-000-111									9132262	785.29	
				WARRANT TOTAL										\$785.29	
20134247	002854/	FOLLETT SCHOOL SOLUTIONS													
		PO-170034	1.	01-0000-0-4300.00-1150-2420-700-000-000									1221994	1,019.01	
				WARRANT TOTAL										\$1,019.01	
20134248	000701/	HYDREX PEST CONTROL													
		CL-160044		01-0000-0-5525.00-0000-8200-000-000-000									6/16	215.00	
				WARRANT TOTAL										\$215.00	
20134249	000039/	KAISER FOUNDATION													
		PV-170012		01-0000-0-9526.00-0000-0000-000-000-000									578-0002	11,147.01	
				01-0000-0-9526.00-0000-0000-000-000-000									16734-0001	11,386.61	
				WARRANT TOTAL										\$22,533.62	
20134250	002345/	KONE INC.													
		PO-170006	1.	01-8150-0-5600.00-0000-8110-735-000-000									7/16	127.42	
				WARRANT TOTAL										\$127.42	

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0003 GENERAL FUND
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
20134251	001794/	LOUIE'S DELI				
		PV-170011	01-0000-0-4300.00-0000-7150-725-000-000		Board Meeting	70.05
			WARRANT TOTAL			\$70.05
20134252	000580/	MARIN COUNTY SHERIFF DEPART.				
		CL-160039	01-0000-0-5821.00-0000-7200-725-000-000		16327, 16380	200.00
			WARRANT TOTAL			\$200.00
20134253	001019/	MARIN PUPIL TRANS. AGENCY				
		CL-160055	01-9002-0-7143.00-5001-9200-700-000-000		16-162	112.57
			WARRANT TOTAL			\$112.57
20134254	070470/	MARIN RESOURCE RECOVERY CENTER				
		CL-160038	01-0000-0-5550.00-0000-8200-000-000-000		6/16	225.00
			WARRANT TOTAL			\$225.00
20134255	070326/	MARIN SANITARY SERVICE				
		CL-160037	01-0000-0-5550.00-0000-8200-000-000-000		6/16	1,000.00
			WARRANT TOTAL			\$1,000.00
20134256	000182/	MARIN SCOPE				
		CL-160057	01-0000-0-4300.00-0000-8211-735-000-000		26713 Legal Ad	54.60
			WARRANT TOTAL			\$54.60
20134257	070612/	JEFF MCNAUGHTON				
		CL-160049	01-0000-0-4300.00-0000-8211-735-000-000		Towel Cleaning Service	3,600.00
			WARRANT TOTAL			\$3,600.00
20134258	000046/	MCSBA				
		PV-170010	01-0000-0-4300.00-0000-7110-725-000-000		16-17 dues	75.00
			WARRANT TOTAL			\$75.00
20134259	000015/	MSIA DENTAL				
		PV-170013	01-0000-0-9528.00-0000-0000-000-000-000		8/16	2,442.43
			WARRANT TOTAL			\$2,442.43
20134260	000117/	MSIA VISION				
		PV-170014	01-0000-0-9529.00-0000-0000-000-000-000		8/16	341.76

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0003 GENERAL FUND
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE					ABA NUM	ACCOUNT NUM	AMOUNT					
	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	

WARRANT TOTAL														\$341.76	
20134261	001726/	NANCY ANN FLOWERS AND GIFTS													
		CL-160056												Graduation Flowers	659.45
														WARRANT TOTAL	\$659.45
20134262	000016/	OFFICE DEPOT													
		PV-170017												D0 supplies	180.57
														WARRANT TOTAL	\$180.57
20134263	000058/	P G & E CO													
		CL-160059												6/16	5,506.03
														WARRANT TOTAL	\$5,506.03
20134264	000056/	PBI													
		CL-160034												6/16	208.99
														WARRANT TOTAL	\$208.99
20134265	070222/	PROTECTION ONE													
		PO-170005	1.											7/16	83.60
			2.											7/16	696.27
			3.											7/16	112.59
														WARRANT TOTAL	\$892.46
20134266	002402/	RENAISSANCE LEARNING													
		PO-170036	1.											1543282	2,195.00
			2.											1543282	2,195.00
														WARRANT TOTAL	\$4,390.00
20134267	070913/	SEAGATE BRIDGEWAY ASSOCIATES													
		PV-170016												8/16 Rent	4,453.00
														WARRANT TOTAL	\$4,453.00
20134268	070200/	STANDARD INSURANCE COMPANY CB													
		PV-170015												8/16	104.24
														WARRANT TOTAL	\$104.24

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0003 GENERAL FUND
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
20134269	001333/	IDA TIMES													
		PV-170009												Parking - Board Meeting	25.00
														WARRANT TOTAL	\$25.00
20134270	070677/	LYDIA TUVESON													
		PV-170019												7/16	207.50
														WARRANT TOTAL	\$207.50
20134271	070525/	US BANCORP EQUIP. FINANCE INC													
		PO-170012	1.											7/16	890.40
														WARRANT TOTAL	\$890.40
20134272	002172/	WILLOW CREEK ACADEMY													
		CL-160052												SPED6	645.34
														WARRANT TOTAL	\$645.34
20134273	070914/	CATHERINE WOLFERS													
		CL-160054												5-6/16	2,140.00
														WARRANT TOTAL	\$2,140.00
*** FUND	TOTALS ***													TOTAL NUMBER OF CHECKS:	41
														TOTAL AMOUNT OF CHECKS:	\$86,949.18*
														TOTAL ACH GENERATED:	0
														TOTAL AMOUNT OF ACH:	\$.00*
														TOTAL EFT GENERATED:	0
														TOTAL AMOUNT OF EFT:	\$.00*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0003 GENERAL FUND
 FUND : 13 CAFETERIA FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM	AMOUNT	
	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION		
20134274	070800/	CLM GROUP														
		PO-170040	1.		13-5310-0-4307.00-0000-3700-700-000-000									29388	1,397.00	
					WARRANT TOTAL										\$1,397.00	
20134275	070841/	ECOLAB														
		CL-160046			13-5310-0-5840.00-0000-3700-101-000-000									2405882	113.53	
		PV-170018			13-5310-0-5840.00-0000-3700-101-000-000									Dishwasher rental	104.65	
					WARRANT TOTAL										\$218.18	
20134276	070801/	HEARTLAND SCHOOL SOLUTIONS														
		PO-170049	1.		13-5310-0-4307.00-0000-3700-700-000-000									Menu planning software	722.00	
					WARRANT TOTAL										\$722.00	
*** FUND	TOTALS ***				TOTAL NUMBER OF CHECKS:		3							TOTAL AMOUNT OF CHECKS:	\$2,337.18*	
					TOTAL ACH GENERATED:		0							TOTAL AMOUNT OF ACH:	\$.00*	
					TOTAL EFT GENERATED:		0							TOTAL AMOUNT OF EFT:	\$.00*	

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0003 GENERAL FUND
 FUND : 14 DEFERRED MAINTENANCE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE							ABA NUM	ACCOUNT NUM	AMOUNT		
	REQ#	REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
20134277	070877/	BRAGG PLUMBING												
		CL-160048	14-0000-0-5600.00-0000-8110-735-000-000										20164765	636.10
			WARRANT TOTAL											\$636.10
20134278	070962/	CLIFFORD MOSS												
		CL-160050	14-0000-0-5615.00-0000-8500-735-000-111										804	33,250.00
			WARRANT TOTAL											\$33,250.00
20134279	070516/	VIDAL VERDUZCO												
		CL-160051	14-0000-0-5600.00-0000-8110-735-000-111										67074 Faucet repair	589.05
			WARRANT TOTAL											\$589.05
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:											3
			TOTAL ACH GENERATED:											0
			TOTAL EFT GENERATED:											0
			TOTAL AMOUNT OF CHECKS:											\$34,475.15*
			TOTAL AMOUNT OF ACH:											\$.00*
			TOTAL AMOUNT OF EFT:											\$.00*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
 BATCH: 0003 GENERAL FUND
 FUND : 78 PASS-THROUGH ~ REVENUES

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM	AMOUNT			
	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION				
20134281	002172/	WILLOW CREEK ACADEMY																
		CL-160036												June 2016 A Bulletin	21,862.00			
														WARRANT TOTAL	\$21,862.00			
*** FUND TOTALS ***			TOTAL NUMBER OF CHECKS:		1		TOTAL AMOUNT OF CHECKS:		\$21,862.00*		TOTAL ACH GENERATED:		0		TOTAL AMOUNT OF ACH:		\$0.00*	
			TOTAL EFT GENERATED:		0		TOTAL AMOUNT OF EFT:		\$0.00*									
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:		49		TOTAL AMOUNT OF CHECKS:		\$163,896.47*		TOTAL ACH GENERATED:		0		TOTAL AMOUNT OF ACH:		\$0.00*	
			TOTAL EFT GENERATED:		0		TOTAL AMOUNT OF EFT:		\$0.00*									
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:		49		TOTAL AMOUNT OF CHECKS:		\$163,896.47*		TOTAL ACH GENERATED:		0		TOTAL AMOUNT OF ACH:		\$0.00*	
			TOTAL EFT GENERATED:		0		TOTAL AMOUNT OF EFT:		\$0.00*									

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