

Introduction:

LEA: Douglas City Elementary School District    **Contact (Name, Title, Email, Phone Number):** Shannon Ross, Superintendent/Principal, sross@tcoek12.org, 530-623-6350    **LCAP Year:** 2015-16

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

*Douglas City Elementary School is a one school district in Trinity County, California encompassing an area of 125 miles. The area served is composed of the residences in and around the small community of Douglas City. There are approximately 185 students in grades K-8. The student population is limited in its racial diversity. There are currently no English Language Learner students. Approximately 6% of the student population participates in the resource Special Education Program. The Trinity County Office of Education’s (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities. Special education programs meet the needs of students from various categories of disability through a collaborative model between our school and TCOE. This collaborative model includes support services, professional development, and communities of practice.*

*Douglas City School’s vision is to help students to become life long learners and to have the knowledge and skills to be career and college ready. We strive to provide a safe, clean, drug-free, nurturing and technologically up-to-date physical environment in which each student is treated as a worthy individual who can succeed. All students have access to standards aligned instructional materials in all subject matter. Douglas City School students have been above the state goal of 800 on the API for several years. The three year API average from 2011-2013 was 847. For the past two years, no API was provided by the state.*

*The school offers a well rounded education for all students. The school is staffed by a superintendent/principal, vice-principal, administrative secretary, business manager, nine regular classroom teachers, special education teacher, Spanish teacher, and P.E. teacher who are 100% appropriately assigned and fully credentialed. In addition, we staff a music/dance aide, art aide, technology aide, nine teacher aides, two special education aides, bus driver, custodian, maintenance/transportation supervisor, cook, and cook assistant. After School staff includes site coordinator and five instructional assistants. The administrative team works cooperatively with each other, the school board, the staff, and parents to insure a positive environment. Parents participate in the School Site Council and Booster Club. Parents also volunteer in classrooms and for school activities.*

*The school facilities are in excellent condition and each year repairs and maintenance are performed as needed. We have passed 100% of our FIT reports for over 10 years. We strive to provide a safe, clean environment for all our students.*

*Discipline problems are handled according to the district policies set by the classroom teacher or aide and referred to the principal when necessary. Parents are informed of misbehavior and parent support enlisted in changing inappropriate behaviors. The school counselor is also utilized to counsel students in personal and social problems and resolving student misbehavior. The school strives to maintain an environment that is safe and conducive to learning and teaching. At the beginning of each school year, students and parents are given a handbook that outlines student programs and clear behavioral expectations. In the last five years, suspension rates have ranged from 0% to 1.6%. There have been no expulsions for at least 11 years.*

*The staff operates a team approach to implementing programs and disciplinary measures. Students are supported by all staff members regardless of room assignment. All students are expected to succeed. A strong home to school communication is kept by teachers through written notes, phone calls, email, conferences and newsletters.*

*Because we are a K-8 school the following state priorities and metrics do not apply to us: Priority 4C, 4F, 4G, 5D, and 5E.  
Because we have no ELL students, the following state priorities and metrics do not apply: Priority 2B, 4D,and 4E.*

*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
1/29/14 - At teacher meeting, Superintendent described the process for developing our LCAP and invited teachers to participate in a committee to help develop the LCAP.	Committee was formed that consisted of primary teacher, middle grades teacher, upper grade teacher, vice-principal and principal/superintendent.
2/5/14 - Certificated staff LCAP committee met and superintendent presented a power point on how staff, parents and other community members can be involved in the development of the LCAP. The power point also described the state priorities and the goal setting process.	Committee brainstormed ways to engage and involve parents and other stakeholders. The committee also brainstormed needs for the district to improve student achievement.
2/12/14 - During District safety meeting members were informed about the LCAP process and asked for their input.	Input from the Safety Committee identified the following as items that should be included in the action plan: school climate, facilities, parental involvement and student engagement. The committee also suggested reviewing the current school safety plan that has existing goals.
2/12/14 - During whole staff meeting (both certificated and classified staff), Superintendent informed the staff of the LCAP process and asked for input.	Staff members said that they would think about goals and needs for the district and let an LCAP committee member or superintendent know of these.
2/25/14 - During ASES (Afterschool program) staff meeting, Superintendent informed the staff of the LCAP process and asked for input.	ASES Staff members said that they would think about goals and needs for the district and let an LCAP committee member or superintendent know of these.
2/26/14 - LCAP teacher committee met to work on developing goals and work on the involvement process.	Committee felt that they still needed more input from staff and other stakeholders. The committee began developing goals.
2/27/14 - At Technology Meeting, Superintendent informed the members of the Technology committee (staff, county office staff and parents) of the LCAP process and asked for input.	Technology Committee recommended the LCAP committee should refer to the Technology Plan specifically the implementation of CA computer literacy, refresh plan to keep machines current, and increase bandwidth to improve infrastructure.
2/28/14 - School newsletter informed parents of the LCAP and asked for their input. The newsletter also invited them to attend a parent advisory meeting to be held the following week. Attached to the newsletter was the LCAP information sheet created by the California State PTA.	All parents were informed of the LCAP process through this newsletter.
3/4/14 - At the Parent Advisory Council meeting, Superintendent informed the members of the LCAP process and asked for input.	A Parent Advisory Council meeting was scheduled in April to review the initial draft of the LCAP.
3/4/14 - At the end of the Parent Advisory Council, a parent advisory meeting was held which included a parent of foster youth.	Parent advisory council advised goals to include increased parent involvement and suggested that the school buddy up new parents with veteran parents. The parent advisory committee felt that the state priorities were already in place at DCES.

4/1/14 - Parent Advisory meeting held for the group to review draft of LCAP to this point and continue to give input.

4/22/14 - Presented rough draft of LCAP at regular school Board meeting.

5/6/14 - Parent Advisory Council met to review rough draft of LCAP.

5/28/14 - Public Hearing was help on LCAP.

6/11/14 - Adoption of LCAP

9/17/14 - At Teachers meeting, Principal reminded teachers to get monthly newsletter to parents as parent involvement is one of our LCAP goals

10/9/14 - LCAP goals were reviewed and discussed with Parent Advisory Council

10/22/14 - LCAP goals were reviewed with teachers

12/3/14 - LCAP goals were reviewed at full staff meeting

12/9/14 - LCAP goals were reviewed at Afterschool Program staff meeting

12/10/14 - LCAP goals, actions and services were reviewed by School Board

1/28/15 - Parent Advisory Council meeting was held /discussion of getting parent input was included on agenda

3/10/15 - Parent Advisory Council meeting including looking at final parent survey.

3/11/15 - Student Leadership meeting

**Annual Update:**

3/11/15 - Teacher meeting was held to begin review of LCAP goals. Goal 4 was discussed. Data was presented related to students progress with keyboarding. A discussion of the data and progress toward goals was held.

3/2015 - Parent surveys were given to all parents during parent conferences during the week of March 16-20. Teachers explained to parents that their input was very important to the school in making decisions regarding our programs and priorities.

4/1/15 Teachers & classified staff meeting was held to review LCAP goals

Parent advisory group was supportive of the draft thus far. They agreed that the goals needed to be condensed down to 4 or 5 and gave input on this. Parents felt that helping students to reach grade level benchmarks can best be achieved by intervention and paraprofessionals in each classroom. The next Parent Advisory meeting was scheduled to coincide with the Parent Advisory Council meeting on May 6, 2014.

Board members and public read through rough draft of LCAP. Suggestions for increasing parent involvement included talking with parents at parent conferences and Back to school Night about how they can get involved, and sending information about Parent Advisory meetings with parents at conferences. Board liked the idea of bullying prevention program.

Parent Advisory Council was supportive of the LCAP draft presented and agreed with the proposed actions and services that had been added to achieve district goals.

Public and Board reviewed the LCAP and approved the LCAP as presented recommending it for adoption at the June meeting. Douglas City School Board adopted the LCAP at regular monthly Board meeting.

Teachers were supportive of providing newsletters to parents monthly if not more often. They will be giving the principal a copy of the newsletters. Other ideas for parent involvement were discussed such as emails to parents.

Principal shared goals with Parent Advisory Council and other parents. Discussion included: 1) Common Core math programs are being piloted throughout the school. 2) Classroom aides received Common Core training in August 3) Teacher has been hired to provide reading intervention in grades 1-3 4) PBIS is being implemented through monthly virtues and school-wide behavior expectations. 5) Principal will speak with counselor about starting class meetings 6) To assist in meeting the LCAP goal of increased parent involvement, it was suggested that Back to School Night be hosted during first week of school. 7) It was recommended the LCAP goals be reviewed by all staff members.

At teachers meeting, Principal reviewed each of the four LCAP goals and actions with the teachers. Teachers felt they were making good progress in all areas.

At staff meeting, all staff including paraprofessionals and kitchen staff, reviewed the LCAP goals. Principal complimented the paraprofessionals for all attending the Common Core training in August.

At ASES meeting, Principal shared LCAP goals and progress toward them. Suggestions of how to help regular day education in meeting goals were discussed. ASES staff were encouraged to meet with teachers about ways that they could help students meet Common Core standards. Several websites were shared.

At December Board meeting, Principal reviewed the LCAP goals, actions and services with the Board. The Board expressed their approval of the goals and progress thus far. One board member mentioned the importance of keeping data on keyboarding. Another board member stated that it was important to keep working on parent involvement.

At the January Parent Advisory Council meeting, it was decided to send parent surveys out. The Parent Advisory Council worked together to compose the surveys.

At the March Parent Advisory Council meeting, it was decided to pass out parent surveys at parent conferences in hopes of getting more parent input.

During Student Leadership meeting, we discussed the school's goals and how student leadership plays an important role. Students felt that their weekly PBIS messages over the intercom have been very effective.

**Annual Update:**

The computer instructor's time was increased this year by 3 hours a week to allow her more time to teach California Computer Literacy Standards. Teachers felt that this increase of time was very beneficial and that students definitely had more exposure to the technology standard. In addition the technology instructor was able to assist classroom teachers will online assessment throughout the year.. All agreed that this additional time should continue. The teachers felt that focusing on keyboarding was very important and they were pleased with students' progress this year.

All teachers passed out parent surveys to all parents including low income at parent/teacher conferences, The teachers stressed that their input was needed in helping the school make planning decisions on how to best serve our students.

All four goals were reviewed and all staff felt that the four goals were important and that DC should continue to work on these although they felt the school has made good progress on the goals.

4/14/15 ASES staff meeting was held and part of the agenda was on reviewing the LCAP goals.	The ASES staff felt that they could help more with activities after school to help students meet goal 1. Also they plan to spend more time on technology related to common core standards. It was mentioned that art, music and performing arts should be mentioned in our LCAP as it is proven that these courses improve students' overall academic achievement.
4/16/15 Parent Advisory Council meeting was held to review parent surveys and then review LCAP goals	22% of parents returned the surveys. The Parent Advisory Council felt that this stresses the need to keep parent involvement and parent participation as one of our goals. Parent Advisory Council wondered if offering an electronic version might get a better response. It was also suggested to have a weekly update on DC Facebook page to assist in communicating achievements and updates of activities. In reviewing the goals, the Parent Advisory Council felt that all four goals should remain in our plan.
4/22/15 - On the Board agenda, an annual update of LCAP goals was held.	The Board reviewed the LCAP goals and our progress toward each goal. The Board shared their collective feeling that the school was on track with their goals and doing a great job. They felt we should keep the same four goals. One Board member noted that under Goal 1, he would like to see music instruction mentioned. Another Board member mentioned that regarding Goal 3 (parent involvement) that teachers could be more proactive by creating a specific list of ways that parents can help in their classrooms.
4/29/15 - Club Live Meeting	Club Live leaders reviewed LCAP goals with members. Students felt that we have done a good job on our goals.

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?



GOAL 1:	80% of students will reach the 50th percentile benchmark as measured by AimsWeb and Results by end of the 2016- 17 school year		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	
Identified Need :	Not all students are performing at the 50th percentile as measured by AimsWeb and Results. We would like all students to demonstrate mastery of standards with access to standard-aligned instructional materials.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<p>100% of students will be introduced to the new California Standards in science and social studies.</p> <p>100% of students in grades K-8 will be using the new California Standards math curriculum.</p> <p>100% of students will have learning activities/tasks to help them achieve the new California Standards. 80% of students in K-8 will complete 3 performance tasks in both ELA and math throughout the year.</p> <p>100% of students who are not meeting benchmarks will have increased access to paraprofessionals trained in the new California Standards.</p> <p>There will be a 5% increase in the percentage of students who score Proficient or Above on prior year SBAC in all subgroups and grade levels.</p> <p>20% of students will have increased access to intervention services through scheduling changes and allocation of special education personnel.</p> <p>100% of students K-8 will have weekly art and PE classes. 100% of students K-5 will have weekly music classes.</p> <p>100% of teachers will collaborate on the new CA Standards and instruction through county professional development and monthly teacher meetings.</p> <p>75% of students K-8 will have reached the 50th percentile in math. For Kindergarten and first grade, AimsWeb is used to measure oral counting, missing number, quantity discrimination and number identification. 2nd - 8th grade use AimsWeb to measure concepts and applications and computation. Intervention services for students will be based upon results of district assessments and SBAC assessment. AimsWeb math Concepts and Application assessment will be untimed to align with the new CA Standards. Staff will establish benchmark for this untimed assessment. Students in grades K-2 will use Results for ELA assessment.</p> <p>75% of students K-2 will have reached the 50th percentile in English and Language Arts as measured by Results. 75% of students 3-8 will have reached the 50th percentile in English and Language Arts as measured by AimsWeb. Read Naturally will be used as intervention for students K-6 not meeting fluency benchmark standard. The fluency standards will be adjusted to reflect the Hasbrouck-Tinkel Table of Oral Fluency norms.</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase new CA Standards-aligned math curriculum for grades K-6		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	K-6 Math new CA Standards textbooks 4000-4999: Books And Supplies Base 3000 K-6 Math new CA Standards 4000-4999: Books And Supplies Lottery 6000
Provide professional development for teachers and paraprofessionals in new CA Standards with emphasis on English Language Arts.		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher stipends 1000-1999: Certificated Personnel Salaries Base 1000 Paraprofessional stipends 2000-2999: Classified Personnel Salaries Base 500 Benefits 3000-3999: Employee Benefits Base 276 Fees for Conferences and trainings on Common Core instruction 5000-5999: Services And Other Operating Expenditures Base 1000
Continue intervention time for students not meeting grade-level benchmarks as assessed by California Assessment of Student Performance and Progress and district tests.		Douglas City Elementary- Low income students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Continue with intervention teacher for grades 1-3. 1000-1999: Certificated Personnel Salaries Supplemental 6355 Provide after school intervention by teachers 1000-1999: Certificated Personnel Salaries

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental 4900 Benefits 3000-3999: Employee Benefits Supplemental 1655
Provide a paraprofessional in every classroom.	Douglas City Elementary- Low income students	X All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Paraprofessional salaries 2000-2999: Classified Personnel Salaries Supplemental 40445 Paraprofessional salaries - School wide 2000-2999: Classified Personnel Salaries Federal Funds 28810 Benefits 3000-3999: Employee Benefits Supplemental 8904 Benefits - school wide 3000-3999: Employee Benefits Other 6343
Provide teachers time to collaborate on the new CA Standards instruction in both English Language Arts and Math.	Douglas City Elementary-Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Substitutes for teachers 1000-1999: Certificated Personnel Salaries Base 1000 Benefits 3000-3999: Employee Benefits Base
Purchase Read Naturally for students in grades K-6 needing fluency improvement.	Douglas City Elementary-Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Read Naturally 4000-4999: Books And Supplies Special Education 3000
Provide Music, Art and PE instruction for all students	Douglas City Elementary-Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Art Instructor 2000-2999: Classified Personnel Salaries Base 10214 Art Instructor - benefits 3000-3999: Employee Benefits Base 2248 Music instructor 2000-2999: Classified Personnel Salaries Base 3553 Music instructor - benefits 3000-3999: Employee Benefits Base 782 PE Teacher 1000-1999: Certificated Personnel Salaries Base 26994 PE teacher - benefits 3000-3999: Employee Benefits Base 3968
Students in grades 3-8 will use online interim assessments for the Smarter Balanced Assessment Consortium	Douglas City Elementary-Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No expenditures for this action/service
Purchase new CA Standards aligned intervention materials to help low income students.	Douglas City Elementary-Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	K-8 Language Arts intervention materials 4000-4999: Books And Supplies Supplemental 2000
Provide professional development for teachers and paraprofessionals in the new California Standards with emphasis on English Language Arts and intervention for low income students.	Douglas City Elementary-Low income students	_ All OR: X Low Income pupils _ English Learners	Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental 500 Paraprofessional stipends 2000-2999: Classified Personnel Salaries Supplemental 250 Benefits 3000-3999: Employee Benefits Supplemental 138

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fees for trainings on the new California Standards on English Language Arts 5000-5999: Services And Other Operating Expenditures Supplemental 500
Continue intervention time for students not meeting grade-level benchmarks as assessed by the California Assessment of Student Performance and Progress and district tests. Analyze how to provide intervention for low income students.	Douglas City Elementary-Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue with intervention teacher for students not meeting grade level standards 1000-1999: Certificated Personnel Salaries Supplemental 4410
			Provide after school intervention by teachers 1000-1999: Certificated Personnel Salaries Supplemental 2400
			Benefits 3000-3999: Employee Benefits Supplemental 955
Maintain a paraprofessional in every classroom with assistance to low income students.	Douglas City Elementary-Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Paraprofessional salaries 2000-2999: Classified Personnel Salaries Supplemental 28787
			Benefits 3000-3999: Employee Benefits Supplemental 6914
Provide teachers time to evaluate curriculum with emphasis on English Language Arts and helping low income students.	Douglas City Elementary-Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental 490
			Benefits 3000-3999: Employee Benefits Supplemental 70
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	100% of students will continue to taught using the new CA Standards in science and social studies.  100% of students in grades K-8 will be using the new CA Standards math curriculum.  100% of students will have learning activities/tasks to help them achieve the new CA Standards. 85% of students in K-8 will complete 3 performance tasks in both ELA and math throughout the year.  100% of students who are not meeting benchmarks will have increased access to paraprofessionals trained in new CA Standards.  There will be a 5% increase in the percentage of students who score Proficient or Above on prior year Smarter Balanced Assessment Consortium in all subgroups and grade levels.  20% of students will have increased access to intervention services through scheduling changes and allocation of special education personnel.  100% of students K-8 will have weekly art and Physical Education classes. 100% of students K-5 will have weekly music classes.  100% of teachers will collaborate on the new CA Standards and instruction through county professional development and monthly teacher meetings.  80% of students K-8 will have reached the 50th percentile in math as measured by AimsWeb. Intervention services for students will be based upon results of district assessments and Smarter Balanced Assessment Consortium assessment. AimsWeb math Concepts and Application assessment will be untimed to align with the new CA Standards. Staff will establish benchmark for this untimed assessment. Students in grades K-2 will use Results for English Language Arts assessment.  80% of students K-2 will have reached the 50th percentile in English Language Arts as measured by Results. 75% of students 3-8 will have reached the 50th percentile in English Language Arts as measured by AimsWeb. Read Naturally will be used as intervention for students K-6 not meeting fluency benchmark standard. The fluency standards will be adjusted to reflect the Hasbrouck-Tinkel Table of Oral Fluency norms.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase new CA Standards-aligned language arts curriculum	Douglas City Elementary-Schoolwide	X All OR: _ Low Income pupils	K-8 language arts textbooks 4000-4999: Books And Supplies Base 13000

		<div><div><div><div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div>	
Provide professional development for teachers and paraprofessionals in new CA Standards especially related to Language arts	Douglas City Elementary-Schoolwide	<div><div><div><div><div><div><input checked="" type="checkbox"/> All</div></div><div>OR:</div><div><div><div><div><div></div><div>Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div></div></div></div>	<div>Teacher stipends 1000-1999: Certificated Personnel Salaries Base 1000</div> <div>Paraprofessional stipends 2000-2999: Classified Personnel Salaries Base 500</div> <div>Benefits 3000-3999: Employee Benefits Base 276</div>
Provide intervention time for students not meeting grade-level benchmarks.	Douglas City Elementary- Low income students	<div><div><div><div><div><div><input type="checkbox"/> All</div></div><div>OR:</div><div><div><div><div><div><input checked="" type="checkbox"/> Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div></div></div></div>	<div>Continue with intervention teacher salary 2 afternoons/week 1000-1999: Certificated Personnel Salaries Supplemental 4410</div> <div>Provide after school intervention by teachers 1000-1999: Certificated Personnel Salaries Supplemental 2500</div> <div>Benefits 3000-3999: Employee Benefits Supplemental 991</div>
Provide a paraprofessional in every classroom to help low income students	Douglas City Elementary- Low income students	<div><div><div><div><div><div><input checked="" type="checkbox"/> All</div></div><div>OR:</div><div><div><div><div><div><input checked="" type="checkbox"/> Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div></div></div></div>	<div>Paraprofessional salaries 2000-2999: Classified Personnel Salaries Supplemental 29962</div> <div>Paraprofessional salaries - school wide 2000-2999: Classified Personnel Salaries Federal Funds 21621</div> <div>Benefits 3000-3999: Employee Benefits Supplemental 7197</div> <div>Benefits - school wide 3000-3999: Employee Benefits Federal Funds 3390</div>
Provide teachers time to evaluate curriculum especially related to language arts	Douglas City Elementary-Schoolwide	<div><div><div><div><div><div><input checked="" type="checkbox"/> All</div></div><div>OR:</div><div><div><div><div><div></div><div>Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div></div></div></div>	<div>Teacher stipends 1000-1999: Certificated Personnel Salaries Base 500</div> <div>Benefits 3000-3999: Employee Benefits Base 73</div>
Purchase new CA Standards aligned social studies and science curriculum intervention materials.	Douglas City Elementary-Schoolwide	<div><div><div><div><div><div><input checked="" type="checkbox"/> All</div></div><div>OR:</div><div><div><div><div><div></div><div>Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div></div></div></div>	<div>K-8 social studies and science textbooks 4000-4999: Books And Supplies Supplemental 2000</div>
Provide professional development for teachers and paraprofessionals in the new California Standards especially related to science and social studies. Include ways to make these subjects relevant to low income students.	Douglas City Elementary-Low income students	<div><div><div><div><div><div><input type="checkbox"/> All</div></div><div>OR:</div><div><div><div><div><div><input checked="" type="checkbox"/> Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div></div></div></div>	<div>Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental 500</div> <div>Paraprofessional Stipends 2000-2999: Classified Personnel Salaries Supplemental 250</div> <div>Benefits 3000-3999: Employee Benefits Supplemental 138</div> <div>Fees for conferences and trainings on the New California Standards 5000-5999: Services And Other Operating Expenditures Supplemental 500</div>
Continue with intervention time for students not meeting grade-level benchmarks.	Douglas City Elementary-Schoolwide	<div><div><div><div><div><div><input checked="" type="checkbox"/> All</div></div><div>OR:</div><div><div><div><div><div></div><div>Low Income pupils</div></div><div><div></div><div>English Learners</div></div></div></div></div></div></div></div></div>	<div>Intervention teacher salary 2 afternoons/week 1000-1999: Certificated Personnel Salaries Supplemental 4410</div> <div>Provide after school intervention by teachers 1000-1999: Certificated Personnel Salaries</div>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental 2400 Benefits 3000-3999: Employee Benefits Supplemental 955
Maintain a paraprofessional in every classroom to work with low income students.	Douglas City Elementary-all low income students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Paraprofessional salaries 2000-2999: Classified Personnel Salaries Supplemental 28787 Benefits 3000-3999: Employee Benefits Supplemental 6914
Provide teachers time to evaluate curriculum especially related to science and social studies and how these subjects can be effectively taught to low income students.	Douglas City Elementary- Low income students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental 490 Benefits 3000-3999: Employee Benefits Supplemental 70
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<p>100% of students will continue to taught using the new CA Standards in science and social studies.</p> <p>100% of students in grades K-8 will be using the new CA Standards math curriculum.</p> <p>100% of students will have learning activities/tasks to help them achieve the new CA Standards. 85% of students in K-8 will complete 3 performance tasks in both English Language Arts and math throughout the year.</p> <p>100% of students who are not meeting benchmarks will have increased access to paraprofessionals trained in new CA Standards.</p> <p>There will be a 5% increase in the percentage of students who score Proficient or Above on Smarter Balanced Assessment Consortium in all subgroups and grade levels.</p> <p>20% of students will have increased access to intervention services through scheduling changes and allocation of special education personnel.</p> <p>100% of students K-8 will have weekly art and Physical Education classes. 100% of students K-5 will have weekly music classes.</p> <p>100% of teachers will collaborate on the new CA Standards and instruction through county professional development and monthly teacher meetings.</p> <p>80% of students K-8 will have reached the 50th percentile in math as measured by AimsWeb. Intervention services for students will be based upon results of district assessments and Smarter Balanced Assessment Consortium assessment. AimsWeb math Concepts and Application assessment will be untimed to align with the new CA Standards. Staff will establish benchmark for this untimed assessment. Students in grades K-2 will use Results for English Language Arts assessment.</p> <p>80% of students K-2 will have reached the 50th percentile in English Language Arts as measured by Results. 75% of students 3-8 will have reached the 50th percentile in English Language Arts as measured by AimsWeb. Read Naturally will be used as intervention for students K-6 not meeting fluency benchmark standard. The fluency standards will be adjusted to reflect the Hasbrouck-Tinkel Table of Oral Fluency norms.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase new CA Standards aligned science curriculum.	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	K-8 Science Textbooks 4000-4999: Books And Supplies Base 13000
Provide professional development for teachers and paraprofessionals in new CA Standards especially related to Science	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Teacher Stipends 1000-1999: Certificated Personnel Salaries Base 1000 Paraprofessional stipends 2000-2999: Classified Personnel Salaries Base 500

		<div><div><div><div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div>	Benefits 3000-3999: Employee Benefits Base 276
Provide intervention time for students not meeting grade-level benchmarks	Douglas City Elementary- Low income students	<div><div><div><div><div><div></div><div>All</div></div><div><div></div><div>OR:</div></div><div><div></div><div>Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div>	Continue with intervention teacher salary 2 afternoons/week 1000-1999: Certificated Personnel Salaries Supplemental 4410
			Provide after school intervention by teachers 1000-1999: Certificated Personnel Salaries Supplemental 250
			Benefits 3000-3999: Employee Benefits Supplemental 991
Provide a paraprofessional in every classroom to help with low income students.	Douglas City Elementary- Low income students	<div><div><div><div><div><div></div><div>All</div></div><div><div></div><div>OR:</div></div><div><div></div><div>Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div>	Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Supplemental 29962
			Paraprofessional salaries - school wide 2000-2999: Classified Personnel Salaries Federal Funds 21621
			Benefits 3000-3999: Employee Benefits Supplemental 7197
Provide teacher time to evaluate curriculum especially related to science.	Douglas City Elementary- Schoolwide	<div><div><div><div><div><div></div><div>All</div></div><div><div></div><div>OR:</div></div><div><div></div><div>Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div>	Teacher stipends 1000-1999: Certificated Personnel Salaries Base 500
			Benefits 3000-3999: Employee Benefits Base 73

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

GOAL 2:	In 2013-14, there were 44 referrals. Referrals were reduced to 39 in 2014-15. Referrals will be reduced by 10% per year.			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Identified Need :	Cooperation, collaboration and tolerance among students. Fewer behavior referrals				
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	100% of classes will have class meetings with increased student leadership.  80% of students will understand the components of the Positive Behavioral Interventions and Supports program. Students will take an active role in promoting classroom and school-wide activities related to monthly character virtues.  100% of students will continue to participate in team building activities including buddy activities and Club Live sponsored activities.  80% of students with behavior problems will have interventions based on behavior team's evaluation of data.  Referrals were reduced to 39 in 2014-15. Referrals will be reduced 10% in 2015-2016 to 35.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Continue Club Live		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Club Live Advisor Stipend 1000-1999: Certificated Personnel Salaries Other 500 Club Live Materials 4000-4999: Books And Supplies Other 500 Benefits 3000-3999: Employee Benefits Other 73	
Provide time for class meetings in each class.		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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 expenditure for this action/service	
Schedule time for Behavior committee to meet monthly.		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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 expenditure for this action/service	
Continue PBIS program (Positive Behavior and Instructional Support). schoolwide. Increase student leadership in this program.		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Leadership workshop fees for students 5000-5999: Services And Other Operating Expenditures Other 1000	

Expected Annual Measurable Outcomes:	100% of classes will have class meetings with increased student leadership.
	85% of students will understand the components of the PBIS program (Positive Behavior and Instructional Support). Students will take an active role in promoting classroom and school-wide activities related to monthly character virtues.
	100% of students will continue to participate in team building activities including buddy activities and Club Live sponsored activities.
	85% of students with behavior problems will have interventions based on behavior team's evaluation of data.
	Referrals will be reduced 10% in 2016-2017 from the number of referrals in 2015-16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sponsor Club Live	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Club Live Advisor Stipend 1000-1999: Certificated Personnel Salaries Other 500 Club Live Materials 4000-4999: Books And Supplies Other 500 Benefits 3000-3999: Employee Benefits Other 73
.		<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)	
Send student leadership team to Leadership trainings	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fees for student leadership trainings 5000-5999: Services And Other Operating Expenditures Other 1000
Continue and evaluate PBIS programs especially as to how these programs are helping low income students.	Douglas City Elementary-low income students	<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income pupils OR: <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra pay for classified staff to attend monthly teacher collaboration trainings 2000-2999: Classified Personnel Salaries Supplemental 735 Benefits 3000-3999: Employee Benefits Supplemental 176



LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	100% of classes will have class meetings with increased student leadership.  85% of students will understand the components of the PBIS program (Positive Behavior and Instructional Support). Students will take an active role in promoting classroom and school-wide activities related to monthly character virtues.  100% of students will continue to participate in team building activities including buddy activities and Club Live sponsored activities.  85% of students with behavior problems will have interventions based on behavior team's evaluation of data. Referrals will be reduced 10% in 2017-2018 from the number of referrals in 2016-17.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sponsor Club Live	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Club Live Advisor Stipend 1000-1999: Certificated Personnel Salaries Other 500 Club Live Materials 4000-4999: Books And Supplies Other 500 Benefits 3000-3999: Employee Benefits Other 73
Send student leadership team to Leadership trainings	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fees for student leadership trainings 5000-5999: Services And Other Operating Expenditures Other 1000
Continue and evaluate PBIS programs especially as to how these programs are helping low income students.	Douglas City Elementary-All low income students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra pay for classified staff to attend monthly teacher collaboration trainings 2000-2999: Classified Personnel Salaries Supplemental 735 Benefits 3000-3999: Employee Benefits Supplemental 176

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

GOAL 3:	Parent participation at school activities and meetings will increase by 10% per year. Data will be collected in 2015-16 to be used as a baseline to show parent participation.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Identified Need :	Increased parent involvement and input in decision making. Parent participation in school activities; parent attendance at school meetings i.e., Booster Club, Parent Advisory Councill, School Board			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Student attendance rates will be 96% or higher for 2015-2016 .  75% of students K-8 will have reached the 50th percentile in math as measured by AimsWeb.  75% of students K-2 will have reached the 50th percentile in ELA as measured by Results. 75% of students 3-8 will have reached the 50th percentile in ELA as measured by AimsWeb.  Referrals will be reduced 10% in 2015-2016.  100% of students will receive monthly newsletters for their parents along with weekly school newsletters  In 2014-2015, chronic absentee rates were 5.2%. Chronic absenteeism rates will decrease 1%.  In 2014-2015, suspension rates were 1.6%. Suspension rates will decrease .6%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain communication to parents through weekly school newsletter and monthly class newsletters.		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Allocation of Secretary time 2000-2999: Classified Personnel Salaries Base 1080 Materials 4000-4999: Books And Supplies Base 300 Benefits 3000-3999: Employee Benefits Base 302
Principal will document parent participation at school activities		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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 expenditure for this action/service
Buddy up new parents with veteran parents to learn about school involvement		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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 expenditure for this action/service
Improve school website to help with communication with parents. Include online option for		Douglas City	<input checked="" type="checkbox"/> All	No expenditure for this action/service

parent survey.	Elementary-Schoolwide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Reach out to low income families with phone calls and personal communication.	Douglas City Elementary-all low income students	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No expenditure for this action/service

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Student attendance rates will be 96% or higher for 2016-2017.  80% of students K-8 will have reached the 50th percentile in math as measured by AimsWeb.  80% of students K-2 will have reached the 50th percentile in ELA as measured by Results. 80% of students 3-8 will have reached the 50th percentile in ELA as measured by AimsWeb.  Referrals will be reduced 10% in 2016-2017.  100% of students will receive monthly newsletters for their parents along with weekly school newsletters.  Chronic absenteeism rates will decrease 1% from prior year.  Suspension rates will decrease .6% from prior year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue communication to parents through weekly school newsletter and monthly class newsletters.	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Allocation of Secretary time 2000-2999: Classified Personnel Salaries Base 1080 Materials 4000-4999: Books And Supplies Base 300 Benefits 3000-3999: Employee Benefits Base 302
Continue to have principal document parent participation at school activities including how many parents of low income students are involved.	Douglas City Elementary-all low income students	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No expenditure for this action/service
Buddy parents of low income students with veteran students to encourage them to participate in school activities such as Booster Club.	Douglas City Elementary-all low income students	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No expenditure for this action/service
		_ All	

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Student attendance rates will be 96% or higher for 2017-2018.  80% of students K-8 will have reached the 50th percentile in math as measured by AimsWeb.  80% of students K-2 will have reached the 50th percentile in ELA as measured by Results. 80% of students 3-8 will have reached the 50th percentile in ELA as measured by AimsWeb.  Referrals will be reduced 10% in 2017-2018.  100% of students will receive monthly newsletters for their parents along with weekly school newsletters.  Chronic absenteeism rates will decrease 1%.  Suspension rates will decrease .6%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue communication to parents through weekly school newsletter and monthly class newsletters	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Allocation of Secretary time 2000-2999: Classified Personnel Salaries Base 1080 Materials 4000-4999: Books And Supplies Base 300 Benefits 3000-3999: Employee Benefits Base 302
Continue to have principal duty of documenting parent participation at school activities including how many parents of low income students are involved	Douglas City Elementary-all low income students	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No expenditure for this action/service
Buddy parents of low income students with veteran students to encourage them to participate in school activities such as Booster Club	Douglas City Elementary-all low income students	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No expenditure for this action/service

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

GOAL 4:	80% of students will reach grade level keyboarding benchmark by end of the 2016-17 school year.			Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Identified Need :	Students will demonstrate mastery of California Computer Literacy Standards for all grade levels. Students will show improvement on trimester keyboarding and technology skill assessments.				
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	100% of students will be immersed in the California Computer Literacy Standards through direct instruction, guided practice and independent practice.  100% of students 3-8 will continue to have multiple experiences with online assessments.  100% of students will continue to have access to up-to-date technology equipment.  100% of students K-2 will have access to laptops and 100% of students 3-8 will have access to Google Chromebooks.  75% of students will reach grade level keyboarding benchmark.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Maintain a computer technology staff member.		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Computer technology staff member salary 2000-2999: Classified Personnel Salaries Base 16288 Benefits 3000-3999: Employee Benefits Base 4560	
Assess students each trimester for keyboarding proficiency. Purchase new keyboarding software.		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Keyboarding software 4000-4999: Books And Supplies Base 1000	
Maintain technology equipment		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace batteries, power cords, laptops, etc... 4000-4999: Books And Supplies Base 4000	
Purchase Chrome books for three more classes		Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Chrome books 4000-4999: Books And Supplies Base 16000	

		<div><div><div></div></div><div>Other Subgroups: (Specify)</div></div>	
Provide professional development for teaching staff on technology	Douglas City Elementary-Schoolwide	<div><div><div><div></div></div><div>All</div></div><div>OR:</div><div><div><div></div></div>Low Income pupils</div><div><div><div></div></div>English Learners</div><div><div><div></div></div>Foster Youth</div><div><div><div></div></div>Redesignated fluent English proficient</div><div><div><div></div></div>Other Subgroups: (Specify)</div></div>	<div>Professional development stipends 1000-1999: Certificated Personnel Salaries Base 1000</div> <div>Benefits 3000-3999: Employee Benefits Base 147</div> <div>Workshop fees 5000-5999: Services And Other Operating Expenditures Base 500</div>
		<div><div><div><div></div></div><div>All</div></div><div>OR:</div><div><div><div></div></div>Low Income pupils</div><div><div><div></div></div>English Learners</div><div><div><div></div></div>Foster Youth</div><div><div><div></div></div>Redesignated fluent English proficient</div><div><div><div></div></div>Other Subgroups: (Specify)</div></div>	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<div>100% of students will be immersed in the California Computer Literacy Standards through direct instruction, guided practice and independent practice.</div> <div>100% of students3-8 will continue to have multiple experiences with online assessments.</div> <div>100% of students will continue to have access to up-to-date technology equipment.</div> <div>100% of students K-2 will have access to laptops and 100% of students 3-8 will have access to Google Chromebooks.</div> <div>80% of students will reach grade level keyboarding benchmark.</div>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide for a computer technology staff member.	Douglas City Elementary-Schoolwide	<div><div><div><div></div></div><div>All</div></div><div>OR:</div><div><div><div></div></div>Low Income pupils</div><div><div><div></div></div>English Learners</div><div><div><div></div></div>Foster Youth</div><div><div><div></div></div>Redesignated fluent English proficient</div><div><div><div></div></div>Other Subgroups: (Specify)</div></div>	<div>Maintain Computer technology staff member salary 2000-2999: Classified Personnel Salaries Base 16288</div> <div>Benefits 3000-3999: Employee Benefits Base 4560</div>
Assess students each trimester for keyboarding proficiency	Douglas City Elementary-Schoolwide	<div><div><div><div></div></div><div>All</div></div><div>OR:</div><div><div><div></div></div>Low Income pupils</div><div><div><div></div></div>English Learners</div><div><div><div></div></div>Foster Youth</div><div><div><div></div></div>Redesignated fluent English proficient</div><div><div><div></div></div>Other Subgroups: (Specify)</div></div>	No expenditure for this action/service
Maintain technology equipment	Douglas City Elementary-Schoolwide	<div><div><div><div></div></div><div>All</div></div><div>OR:</div><div><div><div></div></div>Low Income pupils</div><div><div><div></div></div>English Learners</div><div><div><div></div></div>Foster Youth</div><div><div><div></div></div>Redesignated fluent English proficient</div><div><div><div></div></div>Other Subgroups: (Specify)</div></div>	Replace batteries, power cords, laptops, etc... 4000-4999: Books And Supplies Base 6000

Purchase more Google Chrome books	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Chrome books 4000-4999: Books And Supplies Base 6000
Continue to assess low income student on key boarding skills and keep separate data.	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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 expenditure for this action/service
Purchase more laptops or other devices	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Laptops 4000-4999: Books And Supplies Base 2000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	100% of students will be immersed in the California Computer Literacy Standards through direct instruction, guided practice and independent practice. 100% of students3-8 will continue to have multiple experiences with online assessments. 100% of students will continue to have access to up-to-date technology equipment. 100% of students K-2 will have access to laptops and 100% of students 3-8 will have access to Google Chromebooks. 80% of students will reach grade level keyboarding benchmark.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide for a computer technology staff member	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Computer technology staff member salary 2000-2999: Classified Personnel Salaries Base 16288 Benefits 3000-3999: Employee Benefits Base 4560
Assess students each trimester for keyboarding proficiency	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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 expenditure for this action/service
Maintain technology equipment	Douglas City Elementary-Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Replace batteries, power cords, laptops, etc. 4000-4999: Books And Supplies Base 6000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase more Google Chrome books	Douglas City Elementary-Schoolwide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Computers 4000-4999: Books And Supplies Base 6000

**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:	80% of students will reach the 50th percentile benchmark as measured by AimsWeb by end of the 2016-17 school year			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		
Goal Applies to:		Schools:	All			
		Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Students will have increased instructional time devoted to math and English Language Arts new California Standards.  Students will be exposed to piloted Common Core State Standards curriculum in math.  Students will have experienced learning activities/tasks to help them achieve the new California Standards.  Students who are not meeting benchmarks will have increased access to paraprofessionals trained in new CA Standards.  Students will have taken interim Smarter Balanced Assessment Consortium assessments.  Students will have increased access to intervention services through scheduling changes and allocation of special education personnel.  70% of students will have reached the 50th percentile benchmark as measured by AimsWeb			Actual Annual Measurable Outcomes:	Students in grades K-8 were assessed with AimsWeb Math throughout the year. Our goal for 2014-15 was for 70% of students to reach the 50th percentile.  The results were: K-1 reached 70% in all areas. Oral Counting 86% Number Identification 77% Missing Number 77% Quantity Discrimination 88%  2-8 students reached above our goal in Computation but not Concepts and Applications. The results were: Computation 81% Concepts and Applications 57%  Students in grades 2-8 were assessed with AimsWeb for ELA. Our goal for 2014-15 was for 70% of students to reach the 50th percentile.  The results were: Reading Maze (comprehension) - 75% Reading Fluency - 55%  K: Increased Math from 85 to 95 minutes per day 1: Increased Math from 85 to 95 minutes per day 2: Increased Math from 80 to 90 minutes per day 3: Increased Math from 80 to 95 minutes per day 4: Increased Math from 80 to 95 minutes per day 5: Increased Math from 80 to 95 minutes per day 6: Increased Math from 75 to 90 minutes per day 7: Increased Math from 75 to 90 minutes per day 8: Increased Math from 75 to 90 minutes per day  K: Increased ELA from 155 to 165 minutes per day 1: Increased ELA from 140 to 160 minutes per day 2: Increased ELA from 90 to 110 minutes per day 3: Increased ELA from 92 to 95 minutes per day 4: Increased ELA from 96 to 108 minutes per day 5: Increased ELA from 100 to 109 minutes per day 6: Increased ELA from 100 to 120 minutes per day 7: Increased ELA from 100 to 130 minutes per day 8: Increased ELA from 100 to 130 minutes per day  Students were exposed to piloted new CA Standards curriculum in math. Everyday Math: K & 2nd grades	

		<p>Bridges: 1st &amp; 3rd grades Engage NY: 4th grade CPM: 6-8th grades</p> <p>Students have experienced learning activities through the piloted math programs.</p> <p>38% of teachers have attended county-wide collaboration days for the purpose of learning new CA Standard activities and implementing them into the classroom.</p> <p>2 teachers participated in regional math and science common core professional development. They shared their knowledge with other teachers at staff meetings.</p> <p>Students are exposed to Performance Tasks in grades K, 3, 6-8th.</p> <p>Teachers have explored resources online related to Common Core learning activities and tasks.</p> <p>Paraprofessionals attended a training at TCOE on 8/12/2014 based on learning the new CA Standards. We have a Paraprofessional in each classroom. These paraprofessionals work 1 on 1 with students that need intervention.</p> <p>Teachers attended grade-level county-wide new CA Standards collaboration meetings quarterly.</p> <p>6th-8th grade and Special Education teachers attended CPM training before and during the school year to keep current with standards.</p> <p>We enabled our math lead to participate in multi-county training, who in turn provided new CA Standards math training for K-8 teachers.</p> <p>A reading intervention teacher was hired 8 hrs/wk to work with 1st-3rd grades. The resource teacher time increased by 20%. The Special Education teacher coordinated math, reading, and writing interventions with general education teachers to reach students not meeting benchmarks. Teachers worked two days a week after school with students on intervention. Monthly assessments were reported and evaluated by Special Education teacher.</p> <p>Grades 1, 4, and 6 used Read Naturally for ELA intervention services.</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase Common Core-aligned math curriculum	K-8 Math textbooks/Common Core funds 4000-4999: Books And Supplies Other 9000	Fall 2014-Purchased 6th-8th grade math textbooks that were new CA Standards aligned. We are piloting at no cost math curriculum for K-5 and in the process of ordering K-5 Everyday Math for 2015-2016 school year.	K-8 Math textbooks/Common Core funds 4000-4999: Books And Supplies Common Core Standards Implementation Funds 6119
Scope of Service	Douglas City Elementary-Schoolwide	Scope of Service	Douglas City Elementary-Schoolwide
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)	
Provide professional development for teachers and paraprofessionals in CCSS.	Teacher stipends - Common Core 1000-1999: Certificated	Paraprofessional training in new CA Standards at TCOE on 8/12/2014.	Teacher stipends - Common Core training 1000-1999:

		Personnel Salaries Other 1000 Paraprofessional stipends - Common Core 2000-2999: Classified Personnel Salaries Base 500 Payroll benefits - Common Core 3000-3999: Employee Benefits Other 143 Payroll benefits 3000-3999: Employee Benefits Base 133	Teachers attended grade-level, county-wide new CA Standards collaboration quarterly.  6th-8th grade and Special Education teachers attended CPM training before and during the school year.  Enabled math lead to participate in multi-county training, who in turn provided new CA Standards math training for K-8 teachers.	Certificated Personnel Salaries Common Core Standards Implementation Funds 1200 Payroll benefits - Common Core 3000-3999: Employee Benefits Common Core Standards Implementation Funds 163
Scope of Service	Douglas City Elementary-Schoolwide		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 checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase intervention time for students not meeting grade-level benchmarks.	Increase special education teacher time by 20% 1000-1999: Certificated Personnel Salaries Other 10,000 Provide after school intervention by teachers 1000-1999: Certificated Personnel Salaries Supplemental 2500 New intervention teacher salary 2 afternoons/week 1000-1999: Certificated Personnel Salaries Base 4590 Benefits - Special Ed 3000-3999: Employee Benefits Other 3830 Benefits - intervention 3000-3999: Employee Benefits Base 991	Increased special education teacher time by 20%.  Provided after school intervention by teachers.  Hired new reading intervention teacher for 1st-3rd grades, two days a week.  Special Education teacher coordinated math, reading, and writing interventions with general education teachers to reach students not meeting benchmarks. Monthly assessments were reported and evaluated by Special Education teacher.	Increase special education teacher time by 20% 1000-1999: Certificated Personnel Salaries Special Education 10,575 Stipends for afterschool intervention 1000-1999: Certificated Personnel Salaries Supplemental 4900 New intervention teacher salary 1000-1999: Certificated Personnel Salaries Supplemental 4103 Benefits Special Ed 3000-3999: Employee Benefits Special Education 2582 Benefits - intervention 3000-3999: Employee Benefits Supplemental 399 Teacher stipends for afterschool intervention 1000-1999: Certificated Personnel Salaries Supplemental 3500 Benefits 3000-3999: Employee Benefits Supplemental 515	
Scope of Service	Douglas City Elementary-Schoolwide	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 checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide a paraprofessional in every classroom.	Paraprofessional salaries 2000-2999: Classified Personnel Salaries Base 29962 Paraprofessional salaries- School wide 2000-2999: Classified Personnel Salaries Other 21621 Paraprofessional Benefits 3000-3999: Employee Benefits Base 7197 Paraprofessional Benefits - school-wide 3000-3999: Employee Benefits Other 3390	We provided a minimum of one paraprofessional in every classroom.	Paraprofessional salaries 2000-2999: Classified Personnel Salaries Supplemental 35648 Paraprofessional salaries - school wide 2000-2999: Classified Personnel Salaries Federal Funds 28026 Paraprofessional Benefits 3000-3999: Employee Benefits Supplemental 7848 Paraprofessional benefits - schoolwide 3000-3999: Employee Benefits Federal Funds 1727	

Scope of Service	Douglas City Elementary-Schoolwide		Scope of Service	Douglas City Elementary-Schoolwide	
X All			X All		
OR:			OR:		
<div><div></div>Low Income pupils</div> <div><div></div>English Learners</div> <div><div></div>Foster Youth</div> <div><div></div>Redesignated fluent English proficient</div> <div><div></div>Other Subgroups: (Specify)</div>			<div><div></div>Low Income pupils</div> <div><div></div>English Learners</div> <div><div></div>Foster Youth</div> <div><div></div>Redesignated fluent English proficient</div> <div><div></div>Other Subgroups: (Specify)</div>		
Provide teachers time to evaluate curriculum.	Teacher stipends 1000-1999: Certificated Personnel Salaries Base 510		Provided subs for teachers to attend math curriculum review at TCOE.		Substitute pay 1000-1999: Certificated Personnel Salaries Base 250
	Benefits 3000-3999: Employee Benefits Base 73				Benefits 3000-3999: Employee Benefits Base 34
Scope of Service			Scope of Service		
X All			X All		
OR:			OR:		
<div><div></div>Low Income pupils</div> <div><div></div>English Learners</div> <div><div></div>Foster Youth</div> <div><div></div>Redesignated fluent English proficient</div> <div><div></div>Other Subgroups: (Specify)</div>			<div><div></div>Low Income pupils</div> <div><div></div>English Learners</div> <div><div></div>Foster Youth</div> <div><div></div>Redesignated fluent English proficient</div> <div><div></div>Other Subgroups: (Specify)</div>		
Scope of Service	Douglas City Elementary-schoolwide		Scope of Service	Douglas City Elementary-schoolwide	
X All			X All		
OR:			OR:		
<div><div></div>Low Income pupils</div> <div><div></div>English Learners</div> <div><div></div>Foster Youth</div> <div><div></div>Redesignated fluent English proficient</div> <div><div></div>Other Subgroups: (Specify)</div>			<div><div></div>Low Income pupils</div> <div><div></div>English Learners</div> <div><div></div>Foster Youth</div> <div><div></div>Redesignated fluent English proficient</div> <div><div></div>Other Subgroups: (Specify)</div>		
Purchase Common Core-aligned intervention math materials for low income students	K-8 Math intervention materials 4000-4999: Books And Supplies Supplemental 2000		The template from last year had Section 3 A and B. Section B specifically addressed the "targeted group" The annual update for this action/service is provided in the corresponding Actual / Annual Services section above.		
Scope of Service	Douglas City Elementary-schoolwide		Scope of Service	Douglas City Elementary-schoolwide	
X All			X All		
OR:			OR:		
<div><div></div>Low Income pupils</div> <div><div></div>English Learners</div> <div><div></div>Foster Youth</div> <div><div></div>Redesignated fluent English proficient</div> <div><div></div>Other Subgroups: (Specify)</div>			<div><div></div>Low Income pupils</div> <div><div></div>English Learners</div> <div><div></div>Foster Youth</div> <div><div></div>Redesignated fluent English proficient</div> <div><div></div>Other Subgroups: (Specify)</div>		
Provide professional development for teachers and paraprofessionals in Common Core state standards that is related to helping low income students.			The template from last year had Section 3 A and B. Section B specifically addressed the "targeted group" The annual update for this action/service is provided in the corresponding Actual / Annual Services section above.		

<div>Scope of Service</div> <div>Douglas City Elementary-schoolwide</div>		<div>Scope of Service</div> <div>Douglas City Elementary-schoolwide</div>	
<div>X All</div> <div>OR:</div> <div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div>		<div>X All</div> <div>OR:</div> <div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div>	
<div>Increase intervention time for students not meeting grade-level benchmarks. The majority of these students are low income.</div>	<div>New intervention teacher salary 2 afternoons/week 2000-2999: Classified Personnel Salaries Supplemental 4410</div> <div>Provide after school intervention by teachers 1000-1999: Certificated Personnel Salaries Supplemental 2400</div> <div>Benefits - intervention 1000-1999: Certificated Personnel Salaries Supplemental 955</div>	<div>The template from last year had Section 3 A and B. Section B specifically addressed the "targeted group" The annual update for this action/service is provided in the corresponding Actual / Annual Services section above.</div>	
<div>Scope of Service</div> <div>Douglas City Elementary-schoolwide</div>		<div>Scope of Service</div> <div>Douglas City Elementary-schoolwide</div>	
<div>X All</div> <div>OR:</div> <div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div>		<div>X All</div> <div>OR:</div> <div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div>	
<div>Provide a paraprofessional in every classroom with emphasis to help the low income students.</div>	<div>Paraprofessional salaries 2000-2999: Classified Personnel Salaries Supplemental 28787</div> <div>Benefits 3000-3999: Employee Benefits Supplemental 6914</div>	<div>The template from last year had Section 3 A and B. Section B specifically addressed the "targeted group" The annual update for this action/service is provided in the corresponding Actual / Annual Services section above.</div>	
<div>Scope of Service</div> <div>Douglas City Elementary-schoolwide</div>		<div>Scope of Service</div> <div>Douglas City Elementary-schoolwide</div>	
<div>X All</div> <div>OR:</div> <div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div>		<div>X All</div> <div>OR:</div> <div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div>	
<div>Provide teachers time to evaluate curriculum with direction to look for ways to help low income students achieve.</div>	<div>Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental 490</div> <div>Benefits 3000-3999: Employee Benefits Supplemental 70</div>	<div>The template from last year had Section 3 A and B. Section B specifically addressed the "targeted group" The annual update for this action/service is provided in the corresponding Actual / Annual Services section above.</div>	
<div>Scope of Service</div> <div></div>		<div>Scope of Service</div> <div></div>	
<div>All</div> <div>OR:</div> <div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div></div></div>		<div>All</div> <div>OR:</div> <div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div></div></div>	

_ Other Subgroups: (Specify)		_ 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?	We delayed purchasing math curriculum for K-5 until the summer of 2015 so teachers could have adequate time to preview the material, consequently this goal will continue in next years LCAP.		
	Visual and performing arts, music and physical education will be offered to all students, since exposure to these areas has been proven to improve students overall academic achievement. This will be added to Goal One for 2015-16.		
	More teachers should attend the county collaboration days in 2015-16 or collaborate in grade level meetings on site in both English Language Arts and Math.		
	In 2015-16 teachers will use online interim assessments.		
	Read Naturally will be used as intervention for students K-6 to improve fluency. In addition we will adjust the fluency standards based on national Hasbrouck standards.		
	In 2015-16, we will use AimsWeb Concepts and applications as an untimed assessment to align with new CA Standards. Staff will establish new benchmarks for this.		
	Students in Grades K-2 will use Results for English Language Arts assessment in 2015-16.		

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:	Referrals will be reduced by 10% per year.			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Students will have class meetings with the assistance of counselor.  Students will be introduced to the components of the Positive Behavioral Interventions and Supports.  Students will have participated in team building activities including buddy activities and Club Live sponsored activities.  Students will have participated in classroom and school-wide activities related to monthly character virtues.  Students with behavior problems will have interventions based on behavior team's evaluation of data.			Actual Annual Measurable Outcomes:	In 2013-14, there were 44 total referrals. Referrals were reduced to 39 in 2014-15. This was a reduction of 11%.  The school counselor has been available as needed for classrooms that have current behavioral issues or character topics that require extra class discussions. This has been made a high priority this school year and teachers are utilizing the assistance.  We have continued to make whole school buddy activities a high priority. Partnering older students with younger students creates a camaraderie among the school. Older students create connections with younger students, which in return foster a family environment. Students that are connected are more likely to have less behavior issues.  In 2013/2014, teachers and staff were trained in Positive Behavioral Interventions and Supports and Active Supervision practices. In the 2014/2015 school year, we have adopted the Positive Behavioral Interventions and Supports methods school wide in both the regular classroom day and in our After School Program.  Our classroom and school newsletters all contain the character virtues and location of campus that we are learning about for any given month. Consistent character and behavior education will reduce the number of referrals. Club Live Student Advisors give weekly public addresses to the school on the monthly Positive Behavioral Interventions and Supports virtue. Classroom teachers then take the time to discuss the monthly virtue and how it directly relates to their character. The bulletin board in the cafeteria highlights the monthly character virtue to be seen daily by all students. Principal attends classrooms and motivates students with the Positive Behavioral Interventions and Supports behaviors. Learning about positive behaviors and creating personal positive character traits will reduce referrals as students create and discover their positive core values for their lives. This directly improves our school climate as our referrals are reduced.  Club Live hosted many activities throughout the year to promote positive interactions between students and to create a bond between the older and the younger classes. These activities included but were not limited to:  1. Red Ribbon Week/Fall Carnival 2. 1st Trimester Assembly 3. Dr. Seuss Day 4. 2nd Trimester Assembly 5. Spirit Week 6. 6th-8th School Dance 7. Earth Day Buddy Activity 8. Family Fun Night 9. Canned Food Dive 10. Kindergarten Track Meet 11. Adventures in Nicotine Land Puppet Show 1st-5th grades 12. Committed Conference 13. Youth Advocacy Workshop



			<p>In October 2014, 7 students attended a COMMITTED workshop. At the workshop they were involved in leadership and team building activities with a focus on reducing substance abuse.</p> <p>In March 2015, a school survey was sent out from the School Site Council to all families in order to collect information on the overall view of the school. 98% of families agreed that their children felt safe and respected and that discipline policies were effective.</p> <p>In March 2015, 9 students attended a leadership conference in Humboldt County with the school counselor to improve team building and leadership skills. These activities contribute to positive student interactions. Involving students in team building and leadership activities will directly reduce referrals as students are involved and have a direct investment in school activities.</p> <p>Our behavior committee meets monthly do discuss referrals. Students who are a behavioral concern are discussed. They are either referred for counseling or a Student Support Team and a behavioral plan is created. Parent/teacher conferences are held to discuss student behavior as well.</p> <p>Students are encouraged to participate in extra-curricular activities where behavior expectations must be adhered to.</p>
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LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Sponsor Club Live		Club Live Advisor Stipend 1000-1999: Certificated Personnel Salaries Other 500	Club Live Advisor Sent students to Humboldt State Leadership Conference.	Club Live Advisor 1000-1999: Certificated Personnel Salaries Other 500
		Club Live Materials 4000-4999: Books And Supplies Other 500		Club Live materials 4000-4999: Books And Supplies Other 354
		Benefits 3000-3999: Employee Benefits Other 73		Benefits 3000-3999: Employee Benefits Other 73
				Students to leadership conference 5000-5999: Services And Other Operating Expenditures Other 735
Scope of Service	Douglas City Elementary-Schoolwide		Scope of Service	Douglas City Elementary-Schoolwide
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)	
Implement Positive Behavioral Interventions and Supports school-wide through monthly staff meetings		Extra pay for classified staff to attend monthly teacher collaboration trainings 2000-2999: Classified Personnel Salaries Base 765	Positive Behavioral Interventions and Supports was implemented school wide. At monthly meetings implementation and progress was discussed. Paraprofessionals were paid to stay for these meetings.	Extra pay for staff to attend monthly teacher collaboration meetings. 2000-2999: Classified Personnel Salaries Base 450
		Benefits 3000-3999: Employee Benefits Base 184		Benefits 3000-3999: Employee Benefits Base 108
Scope of Service	Douglas City Elementary-Schoolwide		Scope of Service	Douglas City Elementary-Schoolwide
X All OR: _ Low Income pupils _ English Learners _ 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)	
Hire teacher to provide release time for the vice principal to collect and analyze behavior data		Teacher was hired to allow vice-principal time to analyze data and work with Principal regarding student behavior.	
Scope of Service		Scope of Service	
_ All		_ All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Scope of Service	Douglas City Elementary-Schoolwide	Scope of Service	Douglas City Elementary-Schoolwide
X All		X All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Sponsor Club Live - increase number of students from low income homes that participate in Club Live.		The template from last year had Section 3 A and B. Section B specifically addressed the "targeted group" The annual update for this action/service is provided in the corresponding Actual / Annual Services section above.	
Scope of Service	Douglas City Elementary-Schoolwide	Scope of Service	Douglas City Elementary-Schoolwide
X All		X All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Implement PBIS school-wide through monthly staff meetings including discussing how to help low income students with behavior issues and school connectedness.		The template from last year had Section 3 A and B. Section B specifically addressed the "targeted group" The annual update for this action/service is provided in the corresponding Actual / Annual Services section above.	
Scope of Service	Douglas City Elementary-Schoolwide	Scope of Service	Douglas City Elementary-Schoolwide
X All		X All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	

<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
Hire teacher to provide release time for the vice principal to collect and analyze behavior data including how many referrals are from low income students and other data on low income students participation.		Teacher salary - 4.5 hours/week 1000-1999: Certificated Personnel Salaries Supplemental 2308 Benefits 3000-3999: Employee Benefits Supplemental 322	The template from last year had Section 3 A and B. Section B specifically addressed the "targeted group" The annual update for this action/service is provided in the corresponding Actual / Annual Services section above.		
Scope of Service			Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<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?	We will have class meetings in all classrooms. Behavior committee should schedule meetings monthly to be sure to have scheduled time to discuss behavior concerns and plans for these students.				

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:	Parent participation at school activities and meetings will increase by 10% per year.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Student attendance rates will increase.  Students academic performance will increase.  Student discipline referrals will decrease.  Students will have a greater sense of community.		Actual Annual Measurable Outcomes:	Attendance rates in 2013-14 were 95.7%. Attendance rates in 2014-15 were 95.4%  Students took the California Assessment of Student Performance and Progress test for the first time this year for grades 3-8. The results of this test will be used as a benchmark for 2014-15. The district is expecting with more parent participation academic performance will improve.  In 2013-14, there were 44 total referrals. Referrals were reduced to 39 in 2014-15. This was a reduction of 11%. In 2014-2015, suspension rates were 1.6%.  Students worked together school-wide enjoying buddy activities. These activities played a positive role in creating a sense of community among the students.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Increase communication to parents through weekly school newsletter and monthly class newsletters.	Allocation of Secretary time 2000-2999: Classified Personnel Salaries Base 1080 Materials 4000-4999: Books And Supplies Base 300 Benefits 3000-3999: Employee Benefits Base 302		Communication increased by adding multiple forms of connection with parents. These connections came in the form of emails, texts, phone calls home, progress reports, missing assignment lists, notes home, parent conferences, and face to face interactions during after school or ASES pick up times.  Newsletters were sent home twice a month in grades K-1 and 3 and monthly in grades 2 and 4-8. A weekly schoolwide letter was also sent home with every student.	Allocation of Secretary time 2000-2999: Classified Personnel Salaries Base 1080 Materials for newsletters 4000-4999: Books And Supplies Base 300 Benefits 3000-3999: Employee Benefits Base 302
Scope of Service	Douglas City Elementary-Schoolwide		Scope of Service	Douglas City Elementary-Schoolwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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)	
Assign vice principal duty of documenting parent participation at school activities	Vice principal salary - 1 hr/month 1000-1999: Certificated Personnel Salaries Base 500 Benefits 3000-3999: Employee Benefits Base 73		Vice - Principal was assigned the duty of documenting parent participation. Teachers collected data regarding attendance and involvement in school activities.	Vice principal salary - 1hr/month 1000-1999: Certificated Personnel Salaries Base 500 Benefits 3000-3999: Employee Benefits Base 73
Scope of Service			Scope of Service	
<input type="checkbox"/> All			<input type="checkbox"/> All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service	Douglas City Elementary-Schoolwide	Scope of Service	Douglas City Elementary-Schoolwide
<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Inform parents at Back to School Night and parent conferences about how they can become involved in the school - reaching out to low income families		Teachers reached out to low income parents at both Back to School Night and parent conferences letting them know how they could be involved.	
Scope of Service	Low income students	Scope of Service	low income students
_ All ----- OR: <u>X</u> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <u>X</u> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Assign vice principal duty of documenting parent participation at school activities - show data of how many parents from low income families are involved.		The template from last year had Section 3 A and B. Section B specifically addressed the "targeted group" The annual update for this action/service is provided in the corresponding Actual / Annual Services section above.	
Scope of Service		Scope of Service	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> 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?		Document parent participation during the school year. Improve school website to help with communication to parents. Include online option for parent survey. Be sure every class sends monthly newsletter. Continue reward for class with highest monthly attendance.	

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:	80% of students will reach grade level keyboarding benchmark by end of the 2016-17 school year.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will be exposed to California Computer Literacy Standards through direct instruction, guided practice and independent practice.  Students will have multiple experiences with online assessments.  Students will have access to up-to-date technology equipment.  70% of students will reach grade level keyboarding benchmark.		Actual Annual Measurable Outcomes:	72% of the students in grade 3-8 reached keyboarding benchmark goals by the end of the year.  Students have had regular scheduled keyboarding and computer classes. This school year we have implemented benchmarks for keyboarding in the 3rd-8th grade classes.  3rd-8th grade students will have taken interim assessments of the California Assessment of Student Performance and Progress as well as Scholastic Reading Inventory, and Reading Counts. The continued keyboarding practice will allow students to be successful in online assessments.  65 Chrome books were purchased this school year for classroom use. This allows more hands on time for students in keyboarding and in turn, will increase keyboarding skills and computer literacy.  Students in K-2nd grades learned how to use Reading Eggs to enhance both their reading skills as well as their technology skills. 2nd grade used Scholastic Reading Inventory and Reading Counts as assessments.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide for a computer technology staff member to support student technology in education.	Maintain Computer technology staff member salary 2000-2999: Classified Personnel Salaries Base 12288 Maintain Computer technology staff member salary - Common Core 2000-2999: Classified Personnel Salaries Other 4000 Benefits 3000-3999: Employee Benefits Base 3440 Benefits - Common Core 3000-3999: Employee Benefits Other 1120	Computer technology staff worked 4 days a week and coordinated projects with general education teachers to provide direct instruction, guided practice, and independent practice of the California Computer Literacy Standards.	Maintain Computer technology staff member salary 2000-2999: Classified Personnel Salaries Base 11921 Maintain Computer technology staff member salary-Common Core 2000-2999: Classified Personnel Salaries Other 3974 Benefits 3000-3999: Employee Benefits Base 6604 Benefits 3000-3999: Employee Benefits Other 2202	
Scope of Service	Douglas City Elementary-Schoolwide		Scope of Service	Douglas City Elementary-Schoolwide
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)		
Assess students each trimester for keyboarding proficiency	Purchase a keyboarding assessment program 4000-4999: Books And Supplies Base 500	Assessed students each trimester for keyboarding proficiency.	No new keyboarding assessment program was purchased.	
Scope of Service	Douglas City Elementary-Schoolwide		Scope of Service	Douglas City Elementary-Schoolwide

<div>X All</div> <div>OR:</div> <div><div><div><div></div></div>Low Income pupils</div><div><div><div></div></div>English Learners</div><div><div><div></div></div>Foster Youth</div><div><div><div></div></div>Redesignated fluent English proficient</div><div><div><div></div></div>Other Subgroups: (Specify)</div></div>
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<div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div>		<div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div>	
<div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div>		<div>Professional development will be scheduled so staff can keep up with technology. Purchase three more class sets of chrome books so all students 4-8 will have chrome book. Purchase new keyboarding assessment software.</div>	

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:	\$96,485
In 2015-16 the District is estimated to receive \$96,485 in supplemental grant funding related to low income students. These funds will be expended districtwide in a manner to attain our goals as described in Section 2. These additional funds will be used to continue paying for an intervention teacher to help low-income students who are not reaching grade-level benchmarks and to hire paraprofessionals to also assist these children. Intervention will be provided during the school day and after school. Due to past experiences, we have found that these are the most successful methods to help low income students. We will be using research based materials during Intervention.	

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.

7.56	%
For 2015-16 the MPP percent is 7.56% Through our goals set forth in Section 2, we believe we will sufficiently increase and improve services to our low income students to meet or exceed the minimum percentage. Our district's intervention program inherently targets low income and foster youth as they are the demographic that predominately utilizes intervention programs. Intervention programs are implemented during school but not during core ELA or math time only for our targeted students. In addition, there is intervention after school only for these students. Due to past experiences, we have found that these are the most successful methods to help low income students improve their ELA and math skills so that they can reach grade level benchmarks. We will be using research based materials during Intervention.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	177,365.00	160,186.00	255,611.00	172,348.00	120,684.00	548,643.00
Base	70,121.00	42,892.00	99,712.00	51,879.00	49,879.00	201,470.00
Common Core Standards Implementation Funds	0.00	7,482.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	29,753.00	28,810.00	25,011.00	25,011.00	78,832.00
Lottery	0.00	0.00	6,000.00	0.00	0.00	6,000.00
Other	55,177.00	9,989.00	8,416.00	2,073.00	2,073.00	12,562.00
Special Education	0.00	13,157.00	3,000.00	0.00	0.00	3,000.00
Supplemental	52,067.00	56,913.00	109,673.00	93,385.00	43,721.00	246,779.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	177,365.00	160,186.00	255,611.00	172,348.00	120,684.00	548,643.00
1000-1999: Certificated Personnel Salaries	28,150.00	27,925.00	49,549.00	16,710.00	6,660.00	72,919.00
2000-2999: Classified Personnel Salaries	104,148.00	81,099.00	129,927.00	99,223.00	70,186.00	299,336.00
3000-3999: Employee Benefits	28,767.00	22,966.00	37,335.00	25,115.00	17,038.00	79,488.00
4000-4999: Books And Supplies	16,300.00	27,461.00	35,800.00	29,800.00	25,800.00	91,400.00
5000-5999: Services And Other Operating Expenditures	0.00	735.00	3,000.00	1,500.00	1,000.00	5,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	177,365.00	160,186.00	255,611.00	172,348.00	120,684.00	548,643.00
1000-1999: Certificated Personnel Salaries	Base	7,997.00	3,147.00	29,994.00	1,500.00	1,500.00	32,994.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	0.00	1,200.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	11,500.00	500.00	500.00	500.00	500.00	1,500.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	10,575.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	8,653.00	12,503.00	19,055.00	14,710.00	4,660.00	38,425.00
2000-2999: Classified Personnel Salaries	Base	44,595.00	13,451.00	31,635.00	17,868.00	17,868.00	67,371.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	28,026.00	28,810.00	21,621.00	21,621.00	72,052.00
2000-2999: Classified Personnel Salaries	Other	25,621.00	3,974.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	33,932.00	35,648.00	69,482.00	59,734.00	30,697.00	159,913.00
3000-3999: Employee Benefits	Base	12,729.00	7,457.00	12,283.00	5,211.00	5,211.00	22,705.00
3000-3999: Employee Benefits	Common Core Standards Implementation Funds	0.00	163.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Federal Funds	0.00	1,727.00	0.00	3,390.00	3,390.00	6,780.00
3000-3999: Employee Benefits	Other	8,556.00	2,275.00	6,416.00	73.00	73.00	6,562.00
3000-3999: Employee Benefits	Special Education	0.00	2,582.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	7,482.00	8,762.00	18,636.00	16,441.00	8,364.00	43,441.00
4000-4999: Books And Supplies	Base	4,800.00	18,837.00	24,300.00	27,300.00	25,300.00	76,900.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	6,119.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	6,000.00	0.00	0.00	6,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
4000-4999: Books And Supplies	Other	9,500.00	2,505.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Special Education	0.00	0.00	3,000.00	0.00	0.00	3,000.00
4000-4999: Books And Supplies	Supplemental	2,000.00	0.00	2,000.00	2,000.00	0.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	1,500.00	0.00	0.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	735.00	1,000.00	1,000.00	1,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	500.00	500.00	0.00	1,000.00

**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).

Douglas City Elementary (71696) - Douglas City Elementary School-Original Budget								7/24/2015
Minimum Proportionality Percentage (MPP):								
Summary Supplemental & Concentration Grant								
	2013-14	2014-15	2015-16	2016-17**	2017-18**	2018-19**	2019-20**	
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		130,395	131,464	127,813	126,610	120,848	115,826	
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils								
Prior Year EIA expenditures 2014-15 or exp (2013-14 exp) must >= 2012-13 EIA exp	13,256	13,256	56,913			46,466	62,086	
	TRUE							
3. Difference [1] less [2]		117,139	74,551	127,813	126,610	74,382	53,740	
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		35,107	39,572	47,802	46,466	15,520	-	
GAP funding rate		29.97%	53.08%	37.40%	36.70%	21.00%	0.00%	
5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part A		48,363	96,485	47,802	46,466	62,086	62,086	
6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation								
LCFF Phase-In Entitlement		1,188,383	1,276,100	1,323,005	1,330,096	1,245,928	1,198,484	
LCFF Phase-In Entitlement		1,306,098	1,441,937	1,440,159	1,445,914	1,377,366	1,329,922	
7/8. Minimum Proportionality Percentage* [5] / [6] LCAP Section 3, Part B		4.07%	7.56%	3.61%	3.49%	4.98%	5.18%	
*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.								
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20		
Current year estimated supplemental and concentration grant funding in the LCAP year	\$	\$	\$	\$	\$	\$	62,086	
Current year Minimum Proportionality Percentage (MPP)	4.07%	7.56%	3.61%	3.49%	4.98%	5.18%	5.18%	