

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

LEA: Waugh District Contact: Robert Cmelak, Superintendent, rcmelak@waugh.k12.ca.us, (707) 765-3331, LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
1/05/14 All District Employees: Emailed employees in the District to introduce the LCAP purpose and timeline	Informational only
1/06/14 District Administrators: Met with District Cabinet members to introduce the LCAP purpose & timeline	The LCAP timeline was determined
1/07/14 School Board & Community: Met in open session to introduce the LCAP purpose & timeline	Informational only
1/13/14 Curriculum Committee: Met with Curriculum Committee to introduce the LCAP purpose & timeline	Informational only
1/15/14 ELAC: Met with ELAC/DELAC to introduce LCAP purpose & timeline	Informational only
1/21/14 District Administrators: Met with District Cabinet members to share LCAP progress	Cabinet determined that the Waugh School Board needed to select district priority guidelines for the LCAP
1/27/14 District WISE Foundation: Met with District Foundation to introduce LCAP purpose & timeline	Informational only
1/28/14 District Principals: Principals met to strategize the development of the LCAP.	Selected parent meeting dates
1/29/14 District Certificated Staff: LCAP PowerPoint presentation for all District teachers	Informational only

Involvement Process	Impact on LCAP
2/04/14 Board & Community: Open Session PowerPoint for Board & Community	The Waugh School Board determined district priority guidelines for the LCAP
2/05/14 Leadership Team	Priority needs were discussed. No decisions were made
2/06/14 Corona Creek Parent Meeting	District needs were charted. List was typed into a compilation of overall needs
2/12/14 Meadow Parent Meeting	District needs charted and shared. Needs listed were added to the list of overall needs
2/13/14 Superintendent attended SCOE	
2/19/14 District Certificated Staff	All district certified staff met and needs were charted. Needs were added to the list of overall needs
2/24/14 WISE Foundation	Foundation members charted needs. Needs were added to the list of overall needs
2/24/14 School Site Council	SSC members charted needs. Needs were added to the list of overall needs
2/26/14 Superintendent attended SCOE	Attended a SCOE workshop to learn about the LCAP requirements. Learned timelines for approval, need to answer community questions in writing, and need for community involvement
3/03/14 Curriculum Committee	LCAP progress was shared. Committee asked for an over-arching goal to be a new curriculum adoption and staff development
3/03/14 PTA Officers Meeting	Met with PTA officers and discussed LCAP progress. PTA identified Conflict Resolution as an over-arching goal
3/3-3/7 Student Surveys	Students across the district were given the opportunity to list LCAP needs. Needs were added to the overall list. Conflict Resolution was the #1 need identified
3/3-3/7 Parent Survey	Parent survey was utilized to prioritize LCAP needs. Needs were added to the overall list. Conflict Resolution was the #1 need identified

Involvement Process	Impact on LCAP
3/05/14 District Classified Staff	Met with district classified staff and charted LCAP needs. Needs were added to the overall list
3/05/14 Community Flyer	Community flyer asked for LCAP Committee volunteers. LCAP committee members were selected
3/06/14 Board Meeting	Met in open session and updated the Board & community about LCAP progress
3/11/14 ELAC	Met with ELAC/DELAC and they charted priority needs. Needs were added to the overall district list
3/1-3/20 Input Typed	Needs identified from the community and all shareholders were typed into one cohesive document
3/26/14 LCAP Needs Committee	LCAP Needs Committee met comprised of EL parents, teachers, classified staff, administrators, and families in poverty. The five over-arching needs were selected: Fully Implement CCSS in ELA & Math, Increased Student Achievement, Facilities Maintenance, Technology Upgrades & Maintenance, and Conflict Resolution.
3/28/14 SCOE LCAP Coordinator	LCAP committee over-arching goals shared with all district employees
3/28/14 District Update	Superintendent met with Toni Beal. LCAP progress was shared and next steps discussed.
3/30/14 Section 1 - Stakeholder Engagement	Superintendent shared over-arching goals with the Board & the community. The next step is to form a LCAP goal setting team
4/1/14 Board Meeting	A LCAP Goal Setting Committee was formed. The committee wrote goals for an entire school day.
4/3/14 District Goal Writing Committee #1	Shared LCAP goals with Toni Beal...county LCAP coordinator. Received informative feedback in order to accurately complete the document
4/5/14 SCOE LCAP Advisory	

Involvement Process	Impact on LCAP
5/1/14 District Goal Writing Committee #2	A second LCAP Goal Setting Committee was formed. The committee wrote goals for a second school day. Finished goals will be typed and submitted to the County Coordinator for feedback
5/3/14 LCAP Goals Written by District Committees were typed. Typed Goals Shared with County Coordinator.	Typed goals will be shared with Toni Beal...County LCAP Coordinator. Revisions to the document will be made based on feedback given
5/12/14 LCAP Goals Shared with District Administrative Cabinet.	Discussion of how to best present goals to certificated staff at the upcoming faculty meetings
5/14/14 Share Over-Arching Needs, LCAP Process & Involvement, and Stated Goals with Certificated Employees.	Certificated staff gave input on the stated goals. "Draft" goals incorporate teacher suggestions
5/16/14 Post "Draft" LCAP Goals in Staff Lounge	Classified staff given opportunity to add suggestions to LCAP "Draft" goals
5/16/14 LCAP Given to Waugh's Chief Business Official.	Waugh's CBO will allocate budgeted amounts to needs and goals
5/30/14 LCAP Advisory Committee, ELAC, and SSC Meetings	The LCAP Advisory Committee, ELAC, and SSC met to look at the LCAP final draft...specifically addressing priority needs, goals, and funding allotment. Minutes were taken. Questions were documented and posted for all shareholders.
6/3/14 LCAP Brought to Public Hearing	The final LCAP document and the 2014-15 budget were brought to Public Hearing. All questions were answered in an open forum.
6/16/14 LCAP - Board Discussion Session	The Board met and asked questions to better familiarize themselves with the "Draft" document and the collaborative process
6/25/14 Final LCAP and 2014-15 Budget Approved by the Board	The Waugh School Board votes to approve the final LCAP document and 2014-15 budget

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<p>Priority 1 Students need to increase proficiency in grade level standards in ELA and mathematics as stated in the Needs Assessment by certificated/classified staff and parents.</p>								

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1. <u>Phonics</u> : District-wide K baseline is 92 %, 1 st baseline is 69 %, and the 2 nd baseline is 80 % as measured by the Core Phonics Survey.	Students will Increase grade-level phonics skills (K-3) by 9% over three years	All	All		Increase district-wide grade-level phonics skills by 3% over 2013-14. If 90% or higher the goal is to increase annual %.	Increase district-wide grade level phonics skills by 3% over 2014-15. If 90% or higher the goal is to increase annual %.	Increase district-wide grade-level phonics skills by 3% over 2015-16. If 90% or higher the goal is to increase annual %.	State Priority 4: Student Achievement
2. <u>Spelling</u> : District-wide baseline for grades K-2 spelling proficiency of suggested WFTB & B words. Baseline determined in May 2015.	Students will Increase spelling proficiency (K-2) of suggested WFTB & B words by 6% over two years.	All	All		Determine baseline of spelling proficiency (K-2).	Increase proficiency in spelling (K-2) of suggested WFTB & B grade level Spelling Words by 3% over the 2014-15 school year.	Increase proficiency in spelling (K-2) of suggested WFTB & B grade level Spelling Words by 3% over the 2015-16 school year.	State Priority 4: Student Achievement

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
3. <u>Writing:</u> Writing baseline for grades TK-6 will be determined in May 2015 as measured by 3 annually writing prompts.	Students will increase district-wide grade level writing proficiency (TK-6) of by 6% over two years	All	All		Determine the baseline of writing proficiency (TK-6)	Increase district grade-level writing proficiency (TK-6) by 3% over the 2014-15 school year	Increase district grade-level writing proficiency (TK-6) by 3% over the 2015-16 school year	State Priority 4: Student Achievement
4. <u>Lexile:</u> District-wide baseline of students meeting grade level Lexile proficiency is: 2 nd 66%, 3 rd 70%, 4 th 84%, 5 th 88%, 6 th 81% as measures by the Scholastic Reading Index (SRI).	Students will increase grade-level proficiency in Lexile by 9% over three years.	All	All		Increase student Lexile levels (2-6) by 3% over the 2013-14 school year.	Increase student Lexile levels (2-6) by 3% over the 2014-15 school year. If over 90% the goal is to increase annual %.	Increase student Lexile levels (2-6) by 3% over the 2015-16 school year. . If over 90% the goal is to increase annual %.	State Priority 4: Student Achievement

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<p>5. <u>Math Performance Tasks:</u> District-wide baselines of students meeting proficiency on Performance Tasks will be determined during the 2014-15 school year as measured by 3x annually selected math performance tasks.</p>	Students will increase overall grade-level proficiency in common core math performance tasks by 6% over years two & three.	All	All		Increase grade-level Common Core math proficiency (K-6) by 3% over 2013-14 school year	Increase grade-level Common Core math proficiency (K-6) by 3% over 2014-15 school year	Increase grade-level Common Core math proficiency (K-6) by 3% over 2015-16 school year	State Priority 4: Student Achievement
<p>6. <u>Fluency:</u> District-wide baseline of students meeting grade-level fluency proficiency in: K 73%, 1st 67%, 2nd 63%, 3rd 64%, 4th 63%, 5th 72%, 6th 72% as measured by Dibels.</p>	Students will increase district-wide grade-level reading fluency proficiency by 9% over three years.	All	All		Increase grade level Reading Fluency (K-6) by 3% over the 2013-14 school year	Increase grade level Reading Fluency (K-6) by 3% over the 2014-15 school year	Increase grade level Reading Fluency (K-6) by 3% over the 2015-16 school year	State Priority 4: Student Achievement

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7. <u>Reading Participation:</u> District-wide baseline for reading participation is 564 million words annually.	Students will increase district-wide reading participation by 9% over three years.	All	All		Increase district-wide reading participation (1-6) by 3% over the 2013-14 school year	Increase district-wide reading participation (1-6) by 3% over the 2014-15 school year	Increase district-wide reading participation (1-6) by 3% over the 2015-16 school year	State Priority 4: Student Achievement
8. <u>Number Sense:</u> District-wide number of students meeting proficiency baseline for math number sense for grades TK-6 TBD in May 2015, as measured by district selected measure.	Students will increase number sense grade-level proficiency by 6% over two years.	All	All		Determine grade-level proficiency baseline	Increase mathematics number sense (K-6) by 3% over the 2014-15 school year	Increase mathematics number sense (K-6) by 3% over the 2015-16 school year	State Priority 4: Student Achievement

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<p>9. <u>English Learner Proficiency:</u> District-wide current reclassification rate of students will increase, by 9%, from the baseline 30%, over three years as measured by the CELDT.</p>	English Learner student proficiency district-wide will increase a level on the CELDT by 9% over three years.	English Learners	English Learners		Increase district-wide grade-level proficiency by 3% over the 2013-14 school year as measured by the CELDT	Increase district-wide grade-level proficiency by 3% over the 2014-15 school year as measured by the CELDT	Increase district-wide grade-level proficiency by 3% over the 2015-16 school year as measured by the CELDT	State Priority 4: Student Achievement
<p>10. <u>Multi-Syllabic Words:</u> District-wide first grade proficiency baseline on multi-syllabic words will increase by 6% over two years after baseline measurement taken in LCAP Year 1.</p>	Students will increase first grade proficiency in reading multi-syllabic words by 6% over two years.	All	All		Baseline first grade proficiency on multi-syllabic words read as measured by school created assessment.	Increase proficiency by 3% over the 2014-15 school year of first grade reading multi-syllabic words	Increase proficiency by 3% over the 2015-16 school year of first grade students reading multi-syllabic words	State Priority 4: Student Achievement

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<p><u>11. Sight Words:</u> District-wide baseline proficiency in sight-words will increase by 6% in grades K, 1, & 2 after baseline is taken in year 1 as measured by Open Court sight words materials.</p>	Students will increase grade-level proficiency of reading Open Court sight words by 6% over two years.	All	All		Baseline proficiency in reading grade level sight words	Increase district-wide proficiency of grade-level Sight Words by 3% over the 2014-15 school year.	Increase district-wide proficiency of grade-level Sight Words by 3% over the 2015-16 school year.	State Priority 4: Student Achievement
<p><u>12. Course Access:</u> District-wide course access to ELA, math, social studies, science, PE, art, music, library, and computer lab as measured by inst. minutes provided. Current baseline is 100% access as measured by teacher lesson plans and admin monitoring.</p>	Students will have District-wide course access to ELA, math, social studies, science, PE, art, music, library, and computer lab	All	All		Maintain current course access	Maintain current course access	Maintain current course access	State Priority 4: Student Achievement

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13. <u>Attendance Rates:</u> Students need to attend school on a regular basis to maintain high achievement. Aeries shows 98% rate.	All students district-wide will maintain an average attendance rates > 98%	All	All		Maintain current attendance rates	Maintain current attendance rates	Maintain current attendance rates	State Priority 5: Pupil Engagement
14. <u>Chronic Absenteeism:</u> Students need to attend school on a regular basis to maintain high achievement. Current rate is 3% as measured by Aeries.	Chronic Absenteeism will decrease annually	All	All		District-wide Chronic Absenteeism will decrease annually	District-wide Chronic Absenteeism will decrease annually	District-wide Chronic Absenteeism will decrease annually	State Priority 5: Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
15. <u>Teacher Misassignment:</u> Students will have highly qualified staff and learning supplies to increase learning. Waugh currently has 1 misassigned teacher as measured by highly qualified mandates & 100% of classes have supplies	100% of teachers will be highly qualified & 100% of classrooms will have adequate supplies	All	All		Maintain 1 misassigned teacher district-wide and 100% with supplies	Maintain 1 misassigned teacher district-wide & 100% with supplies	100% of teachers will be highly qualified district-wide & 100% with supplies	State Priority 1: Basic Services
16. <u>Middle School Drop Out Rate, High School Dropout Rate & High School Graduation Rate:</u> N.A.	N.A.	N.A.	N.A.		N.A.	N.A.	N.A.	N.A.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
17. <u>Physical Fitness Testing:</u> Students will increase, each year, physical fitness above the current baseline of 77% as identified by the fifth grade 1 mile run	The district will increase physical fitness proficiency each year for three years as measured by the physical fitness survey	5 th Grade	5 th Grade		Fifth grade one mile run proficiency will increase over the 2013-14 baseline year	Fifth grade one mile run proficiency will increase over 2014-15	Fifth grade one mile run proficiency will increase over 2015-16	State Priority 8: Other Student Outcomes
18. <u>Percentage of students that completed A-D requirements, taken the appropriate number of CTE classes, AP Class percentage pass rate, and passed the Early Assessment Program:</u> N.A.	N.A.	N.A.	N.A.		N.A.	N.A.	N.A.	N.A.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
19. <u>Student achievement</u> : CST & API scores and Statewide & Similar School Rankings will remain in the top 70% of Sonoma County as described by current needs assessment Current API (906 M & 940 CC). Statewide rank (9 M & 10 CC). Similar School rank is (7 M & 10 CC).	Student statewide ranking and like school ranking will remain in the top 70 th percentile over three years	All	All		Maintain	Maintain	Maintain	State Priority 4: Student Achievement
20. <u>Parent involvement</u> : Parents will be included in the learning process as described by the community needs assessment. Baseline taken in 2014-15.	ELAC, SSC, PTA, WISE Found. and community involvement will increase each year over two years as measured by parent survey.	All	All		ELAC, SSC, PTA, WISE Found. & community involvement will be baseline measured	ELAC, SSC, PTA, WISE Found. & community involvement will increase over the 2014-15 school year	ELAC, SSC, PTA, WISE Found. & community involvement will increase over the 2015-16 school year	State Priority 3: Parent Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<p>Priority 2 Students need to have access to Common Core Curriculum in ELA and math as indicated by the teacher and classified needs assessment. Baseline measurements will be taken in 2014-15 as measured by teacher survey.</p> <p>Students will have access to EL standards as measured by the ELAC needs assessment. Baseline measurement taken in 2014-15.</p>	The district will implement Common Core Curriculum 80% of the ELA & math Instructional block	All	All	District baseline measures taken to determine ELA & math CC curriculum implementation	Each class will implement ELA & math CC curriculum 65% of the ELA & instructional block	Each class will implement ELA & math CC curriculum 80% of the ELA & instructional block	State Priority 2: Implementation of State Standards	
	District will provide access to 100% of EL standard in three years	EL's	EL's	District baseline measures taken to determine access to EL standards.	District will provide access to 90% of EL standards	District will provide access to 100% of EL standards	State Priority 2: Implementation of State Standards	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<p>Priority 3 Students need safe facilities in good repair as stated by the community, staff, needs assessment, FIT Survey, & deferred maintenance plan</p> <p>Students need safe facilities in good repair as stated by the community, staff, needs assessment, FIT Survey, & deferred maintenance plan (Cont.)</p>	Students will have a safe learning environment as Waugh remains in compliance with the William's Act	All	All		Maintain compliance with the William's Act	Maintain compliance with the William's Act	Maintain compliance with the William's Act	State Priority 1: Basic Services
	Students will have a safe learning environment where the top three items on Waugh's deferred maintenance plan is maintained annually	All	All		Complete top three deferred maintenance items	Complete top three deferred maintenance items	Complete top three deferred maintenance items	State Priority 1: Basic Services
		All	All		Maintain FIT rating	Maintain FIT rating	Maintain FIT rating	State Priority 1: Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
Priority 4 Students need 21 st Century technology that is well maintained and in good repair as stated in Board priorities, Waugh's Technology Plan, and staff & community needs assessment. Current technology is being implemented at 100% as measured by the district Technology Plan	District will provide 21 st Century technology that is well maintained and in good repair	All	All	Allocate funds to maintain technology	Allocate funds to maintain technology	Allocate funds to maintain technology	State Priority 4: Student Achievement	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
Priority 5 Students need a safe learning environment focusing on positive character traits & conflict resolution strategies as stated in the parent survey, student survey, and needs assessment. Currently utilizing 0% of program	Students will have a safe learning environment by fully implementing a character trait and conflict resolution program	All	All	50% implementation of conflict resolution program	75% implementation of conflict resolution program	100% implementation of conflict resolution program	State Priority 6: School Climate	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
Students need a safe learning environment focusing on positive character traits & conflict resolution strategies as stated in the parent survey, student survey, and needs assessment. Suspension & expulsion rates will remain below 1% as measured in Aeries.	Students will maintain current suspension & expulsion rate below 1%	All	All	Maintain Below 1% suspension & expulsion rate	Maintain Below 1% suspension & expulsion rate	Maintain Below 1% suspension & expulsion rate	State Priority 6: School Climate	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
Students need a safe learning environment focusing on positive character traits & conflict resolution strategies as stated in the parent survey, student survey, and needs assessment. SSC safety satisfaction will maintain at 95% as per an annual survey	Students will maintain a SSC Safety satisfaction rate of 95%	All	All		Maintain a 95% SSC safety satisfaction rate	Maintain a 95% SSC safety satisfaction rate	Maintain a 95% SSC safety satisfaction rate	State Priority 6: School Climate

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
1 Students will Increase grade-level phonics skills (K-3) by 9% over three years	Priority 1	Teachers (K-3) will implement green section of Open Court daily. In addition, K teachers will implement alpha bot program daily	All		1:1 Teachers (K-3) will implement green section of Open Court daily. In addition, K teachers will implement Soundabet daily LCFF BASE No Extra Cost	1:1 Teachers (K-3) will implement green section of Open Court daily. In addition, K teachers will implement Soundabet daily LCFF BASE No Extra Cost	1:1 Teachers (K-3) will implement green section of Open Court daily. In addition, K teachers will implement Soundabet daily LCFF BASE No Extra Cost
2 Students will Increase spelling proficiency (K-2) of suggested WFTB & B words by 6% over two years	Priority 1	Implement spelling common assessments, baseline scores, and increase percent proficient by grade level by 6% over two years	All		2:1 Implement spelling common assessments and baseline scores LCFF BASE No Extra Cost	2:1 Implement spelling common assessments. Evaluate proficiency data LCFF BASE No Extra Cost	2:1 Implement spelling common assessments. Evaluate proficiency data LCFF BASE No Extra Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>3 Students will increase district-wide grade level writing proficiency (TK-6) by 6% over two years as measured by three WFTB & B writing prompts administered annually</p>	Priority 1	Write, implement, evaluate three grade level writing prompts	All		<p>3:1 Write and implement three grade-level writing prompts. Scores will be used as baseline measurements LCFF BASE No Extra Cost</p> <p>3:2 Curriculum team develops writing prompts over the summer (4 people 2 days) Common Core \$2,502</p>	<p>3:1 Implement three grade-level writing prompts increasing grade-level proficiency by 3% over prior year LCFF BASE No Extra Cost</p> <p>3:2 LCFF BASE No Extra Cost</p>	<p>3:1 Implement three grade-level writing prompts increasing grade-level proficiency by 3% over prior year LCFF BASE No Extra Cost</p> <p>3:2 LCFF BASE No Extra Cost</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
4 Students will increase grade-level proficiency in Lexile by 9% over three years. If 90% or higher, the goal is to increase annual %.	Priority 1	Purchase SRC and SRI licenses for all students grades 1-6 plus 10 K licenses	All		4:1 Purchase SRC and SRI licenses for all students grades 1-6 plus 10 K licenses Lottery \$3,260	4:1 Purchase SRC and SRI licenses for all students grades 1-6 plus 10 K licenses Lottery \$3,260	4:1 Purchase SRC and SRI licenses for all students grades 1-6 plus 10 K licenses Lottery \$3,260
5 Students will increase overall grade-level proficiency in common core math performance tasks by 6% over years two & three.	Priority 1	Write, implement, baseline, & evaluate math performance tasks	All		5:1 Write math performance tasks, implement, and use performance for baseline data LCFF BASE No Extra Cost 5:2 Cur. Com. 4 people - 3 days Common Core \$2,814	5:1 Implement performance tasks and increase grade-level proficiency by 3% over prior year LCFF BASE No Extra Cost N.A.	5:1 Implement performance tasks and increase grade-level proficiency by 3% over prior year LCFF BASE No Extra Cost N.A.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
6 Students will increase district-wide grade-level reading fluency proficiency by 9% over three years	Priority 1	Practice, monitor and assess student fluency	All		6:1 Practice, monitor, and assess student fluency. Evaluate proficiency data LCFF BASE No Extra Cost	6:1 Practice, monitor, and assess student fluency. Evaluate proficiency data LCFF BASE No Extra Cost	6:1 Practice, monitor, and assess student fluency. Evaluate proficiency data LCFF BASE No Extra Cost
7 Students will Increase district-wide reading participation by 9% over three years	Priority 1	Monitor & recognize student performance	All		7:1 Monitor & recognize student performance LCFF BASE No Extra Cost 7:2 Increase district-wide words read by 3% over prior year LCFF BASE No Extra Cost 7:3 1,000 point club trophies PTA	7:1 Monitor & recognize student performance LCFF BASE No Extra Cost 7:2 Increase district-wide words read by 3% over prior year LCFF BASE No Extra Cost 7:3 1,000 point club trophies PTA	7:1 Monitor & recognize student performance LCFF BASE No Extra Cost 7:2 Increase district-wide words read by 3% over prior year LCFF BASE No Extra Cost 7:3 1,000 point club trophies PTA

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
7 Students will Increase district-wide reading participation by 9% over three years Cont.					7:4 School Carnival PTA 7:5 Library Incentives PTA 7:6 Comp. Tech summer work to be ready to start SRC day 1 of school year (2 techs 5 days) WISE	7:4 School Carnival PTA 7:5 Library Incentives PTA 7:6 Comp. Tech summer work to be ready to start SRC day 1 of school year (2 techs 5 days) WISE	7:4 School Carnival PTA 7:5 Library Incentives PTA 7:6 Comp. Tech summer work to be ready to start SRC day 1 of school year (2 techs 5 days) WISE
8 Students will increase number sense grade-level proficiency by 6% over two years	Priority 1	Research and purchase math formative assessment program Implement and baseline grade-level performance Increase grade-level proficiency by 6% over two years	All		8:1 Research and purchase math formative assessment program Common Core \$10,000 8:2 Implement and baseline grade-level performance LCFF BASE No Extra Cost	8:1 Purchase licenses for math formative assessment program Lottery \$1,500 8:2 Implement and evaluate proficiency data LCFF BASE No Extra Cost	8:1 Purchase licenses for math formative assessment program Lottery \$1,500 8:2 Implement and evaluate proficiency data LCFF BASE No Extra Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
9 Students will increase first grade proficiency in reading multi-syllabic words by 6% over two years	Priority 1	Teach green section of Open Court daily and assess	Grade 1		9:1 Teach green section of Open Court daily and evaluate proficiency data. Baseline prof. data. LCFF BASE No Extra Cost	9:1 Teach green section of Open Court daily and evaluate proficiency data. Increase prof. by 3% over prior year. LCFF BASE No Extra Cost	9:1 Teach green section of Open Court daily and evaluate proficiency data. Increase by 3% over prior year. LCFF BASE No Extra Cost
10 Students will increase grade-level proficiency of reading Open Court sight words by 6% over two years	Priority 1	Sight word reading practice	Grade K & 1		10:1 Teach site words daily and baseline proficiency data LCFF BASE No Extra Cost	10:1 Teach site words daily and increase prof. by 3% over prior year LCFF BASE No Extra Cost	10:1 Teach site words daily and increase prof. data by 3% over prior year LCFF BASE No Extra Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
11 All students will have course access to ELA, math, social studies, art, music, P.E., library & the computer lab as measured by the William’s Act	Priority 2	Compliance with William’s Act	All		11:1 Compliance with William’s Act LCFF BASE No Extra Cost \$170,000 WISE General Fund \$16, 781	11:1 Compliance with William’s Act LCFF BASE No Extra Cost \$170,000 WISE General Fund \$16, 781	11:1 Compliance with William’s Act LCFF BASE No Extra Cost \$170,000 WISE General Fund \$16, 781
12 All students district-wide will maintain an average attendance rate > 98%	Priority 1	Monitoring attendance, recognition, and admin intervention	All		12:1 Attendance certificates, perfect attendance trophies, admin calls, letters, conferences LCFF BASE No Extra Cost	12:1 Attendance certificates, perfect attendance trophies, admin calls, letters, conferences LCFF BASE No Extra Cost	12:1 Attendance certificates, perfect attendance trophies, admin calls, letters, conferences LCFF BASE No Extra Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
13 Chronic Absenteeism will decrease district-wide each year for three years	Priority 1	Monitoring attendance, recognition, and administration intervention	All		13:1 Admin calls, letters, conferences LCFF BASE No Extra Cost	13:1 Admin calls, letters, conferences LCFF BASE No Extra Cost	13:1 Admin calls, letters, conferences LCFF BASE No Extra Cost
					13:2 Decrease chronic absenteeism over prior year LCFF BASE No Extra Cost	13:2 Decrease chronic absenteeism over prior year LCFF BASE No Extra Cost	13:2 Decrease chronic absenteeism over prior year LCFF BASE No Extra Cost
					13:3 Office staff monitoring LCFF BASE No Extra Cost	13:3 Office staff monitoring LCFF BASE No Extra Cost	13:3 Office staff monitoring LCFF BASE No Extra Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>14 100% of teachers will be highly qualified & classrooms will have adequate instructional supplies</p> <p>14 100% of teachers will be highly qualified & 100% of classrooms will have adequate supplies (Cont.)</p>	Priority 1	Hire, train, and support highly trained certificated staff	All		<p>14:1 Ensure staff completion of coursework LCFF BASE No Extra Cost</p> <p>14:2 BTSA Support LCFF BASE \$2,000</p> <p>14:3 Salaries & Benefits to teachers LCFF BASE \$3,767,149</p>	<p>14:1 Ensure staff completion of coursework LCFF BASE No Extra Cost</p> <p>14:2 BTSA Support LCFF BASE \$2,000</p> <p>14:3 Salaries & Benefits to teachers + Step & Col LCFF BASE \$3,842,492</p>	<p>14:1 Ensure staff completion of coursework LCFF BASE No Extra Cost 9</p> <p>14:2 BTSA Support LCFF Base \$2,000</p> <p>14:3 Salaries & Benefits to teachers + Step & Col LCFF Base \$3,919,424</p>
	Priority 1	Hire & retain highly qualified psychologist & speech therapist	All				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
14. 100% of teachers will be highly qualified & 100% of classrooms will have adequate supplies (Cont.)	Priority 1	Purchase instructional supplies & equip.	All		14:4 Psychologist & speech teacher salaries & benefits	14:4 Psychologist and speech teacher salaries & benefits + Step & Col	14:4 Psychologist and speech teacher salaries & benefits + Step & Col
	Priority 1	Hire & retain qualified instructional assistants & full inclusion aides	All		LCFF Base \$202,064	LCFF Base \$206,105	LCFF Base \$210,227
	Priority 1		All		14:5 Instructional supplies & equipment LCFF Base \$488,469	14:5 Instructional supplies & equipment LCFF Base \$488,469	14:5 Instructional supplies & equipment LCFF Base \$488,469

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>14. 100% of teachers will be highly qualified & 100% of classrooms will have adequate supplies (Cont.)</p> <p>15. Student statewide ranking and like school ranking will remain in the top 70th percentile over three years</p>	Priority 1	Implement LCAP	All		<p>14:6 Instructional assistant & FI aide salaries & benefits</p> <p>LCFF Base \$486,162</p>	<p>14:6 Instructional assistant & FI aide Sal/Ben + Step & Col</p> <p>LCFF Base \$495,886</p>	<p>14:6 Instructional assistant & FI aide Sal/Ben + Step & Col</p> <p>LCFF Base \$505,803</p>
	Priority 1		All		<p>14:7 Psychologist and speech teacher Sal. & Ben.</p> <p>LCFF Base \$486,162</p>	<p>14:7 Psychologist and speech teacher Sal. & Ben. + Step & Col.</p> <p>LCFF Base \$495,886</p>	<p>14:7 Psychologist and speech teacher Sal. & Ben. + Step & Col.</p> <p>LCFF Base \$505,803</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
15. Student statewide ranking and like school ranking will remain in the top 70 th percentile over three years	Priority 1	Maintain a highly involved ELAC, SSC, PTA, WISE Foundation, and community	All		15:1 Maintain	15:1 Maintain	15:1 Maintain
					LCFF BASE No Extra Cost	LCFF BASE No Extra Cost	LCFF BASE No Extra Cost
					15:2 Maintain	15:2 Maintain	15:2 Maintain
					LCFF BASE No Extra Cost	LCFF BASE No Extra Cost	LCFF BASE No Extra Cost
16 The district will implement common core curriculum 75% of the ELA & math instructional block	Priority 2	Research, pilot, and adopt new math curriculum	All		16:1 Curriculum search for math adoption Common Core \$1,474	16:1 Pilot math adoption LCFF Base \$1,474	16:1 Adopt new math curriculum Fund 17 \$100,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
16. The district will implement common core curriculum 75% of the ELA & Math instructional block (Cont.)	Priority 2	Alignment of internal & external assessments	All		16:2 Align math curriculum LCFF Base \$5,003	N.A.	16.2 Curriculum search for new ELA adoption LCFF BASE No Extra Cost
	Priority 2	Alignment of internal & external assessments (Cont.)	All		16:3 N.A.	16:3 N.A.	16:3 New adoption training for certificated, classified, parents, & the Board Included in 16.1 Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
16. The district will implement common core curriculum 75% of the ELA & Math instructional block (Cont.)	Priority 2	Alignment of internal & external assessments (Cont.)	All		16:4 New teacher training on Thinking Maps and WFTB & B Common Core \$7,876	16:4 New teacher training on Thinking Maps and WFTB & B LCFF Base \$893	16:4 New teacher training on Thinking Maps and WFTB & B LCFF Base \$893
			All		16:5 Thinking Maps & WFTB & B Materials Common Core \$2,500	16:5 Thinking Maps & WFTB & B Materials LCFF BASE No Extra Cost	16:5 Thinking Maps & WFTB & B Materials LCFF BASE No Extra Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
16. The district will implement common core curriculum 75% of the ELA & Math instructional block (Cont.)	Priority 2	Alignment of internal & external assessments (Cont.)	All		16:6 Cur. Comm. Alignment of Harcourt & other CC curriculum (4 staff 4 days) LCFF Base \$5,003	16:6 Implement aligned curriculum & utilize assessments LCFF Base No Extra Cost	16:6 Implement aligned curriculum & utilize assessments LCFF Base No Extra Cost
	Priority 2	(Cont.) Practice for state	All		16:7 Marilyn Burns Staff Development Training Common Core \$10,000	16:7 Utilization of Marilyn Burns Strategies LCFF Base No Extra Cost	16:7 Utilization of Marilyn Burns Strategies LCFF Base No Extra Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
16. The district will implement common core curriculum 75% of the ELA & Math instructional block (Cont.)	Priority 2	assessments	All		16:8 Curriculum Committee writes writing prompts and math performance tasks (4 staff 3 days) Common Core \$1,251	16:8 Implement writing prompts and math performance tasks LCFF Base No Extra Cost	16:8 Implement writing prompts and math performance tasks LCFF Base No Extra Cost
	Priority 2	Practice for state assessments (cont.)	All		16:9 Purchase Study Island software Lottery \$3,614	16:9 Purchase Study Island software Lottery \$3,614	16:9 Purchase Study Island software Lottery \$3,614
		Develop CCSS					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
16. The district will implement common core curriculum 75% of the ELA & Math instructional block (Cont.)	Priority 2	report cards	TK/K		16:10 TK/K committee develop report cards Common Core \$1,251	16:10 Implement TK/K report cards N.A.	16:10 Implement TK/K report cards N.A.
	Priority 2	Purchase & utilize non-fiction, low Lexile (0-300) guided reading primary books	TK-2		16:11 Purchase and utilize non-fiction, low Lexile (0-300) primary books Common Core \$4,850 CC	16:11 Utilize non-fiction, low Lexile (0-300) primary books LCFF Base No Extra Cost	16:11 Utilize non-fiction, low Lexile (0-300) primary books LCFF Base No Extra Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
16. The district will implement common core curriculum 75% of the ELA & Math instructional block (Cont.)	Priority 2	Purchase an additional common core buy back day for certificated staff training	TK-2		16:12 Librarians Inventory & distribute books (2 days) WISE \$250	N.A.	N.A.
	Priority 2		All		16:13 Purchase an additional CC buy back day for certificated staff training Common Core \$22,088 MHS \$10,000	16:13 Implement training strategies LCFF Base No Extra Cost	16:13 Implement training strategies LCFF Base No Extra Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
16. The district will implement common core curriculum 75% of the ELA & Math instructional block (Cont.)	Priority 2	A Curriculum Committee will meet monthly to plan CC staff development opportunities	All		16:14 Cur. Com will meet monthly to plan CC staff development opportunities LCFF Base \$2,680	16:14 Cur. Com will meet monthly to plan CC staff development opportunities LCFF Base \$2,680	16:14 Cur. Com will meet monthly to plan CC staff development opportunities LCFF Base \$2,680
17 Students will have a safe learning environment as Waugh remains in compliance with the William's Act	Priority 3	Safety personnel salaries, supplies, equipment & repair	All		17:1 Custodial salaries, supplies, equip & repair LCFF Base \$342,372	17:1 Custodial salaries, supplies, equip & repair + Step & Col LCFF Base \$347,876	17:1 Custodial salaries, supplies, equip & repair + Step & Col LCFF Base \$353,491

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
17 Students will have a safe learning environment as Waugh remains in compliance with the William's Act (Cont.)	Priority 3	Safety personnel salaries, supplies, equipment & repair (Cont.)	All		17.2 Yard duty salaries & benefits LCFF Base \$85,711	17.2 Yard duty salaries & benefits + Step & Col. LCFF Base \$87,425	17.2 Yard duty salaries & benefits + Step & Col. LCFF Base \$89,173
	Priority 3		All		17:3 Crossing guard Salaries & Ben.	17:3 Crossing guard salaries & benefits + Step & Col.	17:3 Crossing guard salaries & benefits + Step & Col.
	Priority 3		All		LCFF Base \$43,996	LCFF Base \$44, 876	LCFF Base \$45,774

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
17 Students will have a safe learning environment by complying with the William's Act (Cont.)	Priority 3	Safety personnel salaries, supplies, equipment & repair (Cont.)	All		17:4 Nurse salaries & benefits LCFF Base \$16,780	17:4 Nurse salaries & benefits + Step & Col. LCFF Base \$16,780	17:4 Nurse salaries & benefits + Step & Col. LCFF Base \$16,780
18. Students will have a safe learning environment where the top three deferred maintenance items are maintained annually	Priority 3	Repair/replace top three deferred maintenance items annually	All		18:1 Repair/replace top three deferred maintenance items LCFF Base \$132,855 Fund 17 \$81,000 Prop. 39 \$51,855	18:1 Repair/replace top three deferred maintenance items LCFF Base \$132,855 Fund 17 \$81,000 Prop 39 \$51,855	18:1 Repair/replace top three deferred maintenance items LCFF Base \$55,000 Fund 17 \$81,000 Prop 39 \$51,855

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
19 District will provide 21 st Century Technology that is well maintained and in good repair	Priority 4	Purchase hardware, software, Apps, and maintain current software and equipment	All		19:1 Purchase hardware, software, Apps, and maintain equip. CC \$15,500 Fund 17 \$20,000	19:1 Purchase hardware, software, Apps, and maintain equip. Fund 17 \$25,000	19:1 Purchase hardware, software, Apps, and maintain equip. Fund 17 \$25,000
20. Students will have a safe learning environment by fully implementing a character trait and conflict resolution program	Priority 5		All		20:1 Committee researches programs (4 staff 3 days) LCFF Base \$3,752	20:1 Pur. & Imp. Conflict resolution program & provide training to teachers, support staff & students LCFF Base \$6,000	20:1 Imp. Conflict resolution program & provide training to teachers, support staff & students LCFF Base \$1,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>21 Students will maintain current Suspension & Expulsion rate Below 1%</p> <p>22 Students will have and maintain a SSC Safety satisfaction rate of 95%</p>	Priority 5	Research, purchase and implement conflict resolution program (Cont.)	All		<p>21:1 Research conflict resolution program</p> <p>LCFF Base No Extra Cost</p>	<p>21:1 Implement conflict resolution program</p> <p>LCFF Base No Extra Cost</p>	<p>21:1 Implement conflict resolution program</p> <p>LCFF Base No Extra Cost</p>
	Priority 5	Survey SSC about safety satisfaction rate			<p>22:1 Share safety plan with SSC. Survey safety satisfaction rate & meet 95%.</p> <p>LCFF Base No Extra Cost</p>	<p>22:1 Share safety plan with SSC. Survey safety satisfaction rate and maintain 95%</p> <p>LCFF Base No Extra Cost</p>	<p>22:1 Share safety plan with SSC. Survey safety satisfaction rate and maintain 95%</p> <p>LCFF Base No Extra Cost</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
23 Low income students will increase reading grade-level reading proficiency by 9% as measured by the Core Phonics Survey	Priority 1	Provide reading intervention support	Low Income		23:1 Provide a 40% reading intervention teacher at Corona Creek LCFF Sup Funds \$31,086	23:1 Provide a 40% reading intervention teacher at Corona Creek LCFF Sup Funds \$31,397	23:1 Provide a 40% reading intervention teacher at Corona Creek LCFF Sup Funds \$31,711
			Low Income		23:2 Provide a 20% reading intervention teacher at Meadow LCFF Sup Funds \$15,266	23:2 Provide a 25% reading intervention teacher at Meadow LCFF Sup Funds \$20,266	23:2 Provide a 30% reading intervention teacher at Meadow LCFF Sup Funds \$25,366

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
23 Low income students will increase reading grade-level reading proficiency by 9% as measured by the Core Phonics Survey (Cont.)	Priority 1	Provide reading intervention support (Cont.)	Low Income		N.A.	23:3 Provide a 20% reading intervention support person @ Meadow LCFF Sup Funds \$20,365	23:3 Provide a 20% reading intervention support person @ Meadow LCFF Sup Funds \$20,365
24 English Learner student proficiency district-wide will increase a level on the CELDT by 9% over three years	Priority 2	Provide an EL teacher and EL support person to provide services and software to increase academic vocabulary	English Learners		24:1 Provide a 20% EL Teacher and a 20% EL support teacher at Corona Creek LCFF Sup Funds \$35,855 24:2 Provide a 40% EL Teacher at Meadow LCFF Sup Funds \$30,576	24:1 Provide a 25% EL Teacher and a 20% EL support teacher at Corona Creek LCFF Sup Funds \$41,089 24:2 Provide a 40% EL Teacher at Meadow LCFF Base \$30,882	24:1 Provide a 30% EL Teacher and a 20% EL support teacher at Corona Creek LCFF Base \$46,294 24:2 Provide a 40% EL Teacher at Meadow LCFF Base \$31,191

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
24 English Learner student proficiency district-wide will increase a level on the CELDT by 9% over three years (Cont.)	Priority 2	Provide an EL teacher and EL support person to provide services and software to increase academic vocabulary (Cont.)	English Learners		24:3 Utilize EIAF software at Corona Creek LCFF Sup Funds \$724	24:3 Utilize EIAF software at Corona Creek LCFF Sup Funds \$724	24:3 Utilize EIAF software at Corona Creek LCFF Sup Funds \$724
25 Waugh currently has no foster youth students	N.A.	N.A.	Foster Youth		N.A.	N.A.	N.A.
26 EL student redesignation rate district-wide will increase by 9% over three years as measured by the CELDT	Priority 1	Administer the CELDT, provide instructional strategies utilizing CLAD/BCLAD & SDAIE trained teachers	EL Students		26:1 Pay 200 hours to administer the CELDT LCFF Sup Funds \$9,743	26:1 Pay 200 hours to administer the CELDT LCFF Sup Funds \$9,743	26:1 Pay 200 hours to administer the CELDT LCFF Sup Funds \$9,743

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
27. Students will have a safe learning environment by fully implementing a character trait and conflict resolution program	Priority 5	Research, purchase, implement & train for conflict resolution program (Cont.)	EL & Low Income		27:1 Increase counseling intern time from 2 to 3 days per week. Pay for Counseling Intern & PIP Aide. LCFF Sup Funds \$26,176	27:1 Maintain counseling intern time. Pay for Counseling Intern & PIP Aide. LCFF Sup Funds \$26,176	27:1 Maintain counseling intern time. Pay for Counseling Intern & PIP Aide. LCFF Sup Funds \$26,176
28. Students will increase district-wide grade-level reading fluency proficiency by 9% over three years	Priority 1	After School Reading Interventions	EL & Low Income		28.1 Provide after-school reading interventions LCFF Sup Funds \$7,000	28.1 Provide after-school reading interventions LCFF Sup Funds \$7,000	28.1 Provide after-school reading interventions LCFF Sup Funds \$7,000

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Waugh District will receive \$155,897 in Supplemental Local Control Funding Formula Funds beginning in 2014-2015. This amount will increase to \$171,406 in 2015-16 and \$193, 591 in 2016-17. These funds are based on the number of English learner, Low Income, and foster youth students identified.

The Waugh School District has 21% unduplicated students. Waugh will offer a variety of programs and supports specifically for English Learners and Low Income students (no foster youth are identified). These include: ELD teachers, reading intervention specialists, ELD support teacher, intern counselor, and after-school reading interventions.

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

Based on the Minimal Proportionality percentage below, services for Low Income students and English Learners are estimated to increase by 2.63% in 2014-15. Low Income students/District Title I students and English Learners will receive services including an ELD teacher and a reading intervention specialist to provide small group instruction. The cost of these services (\$156, 426 as reflected in 3B) when compared to the cost of the base program offered to all students, equals our MPP of 2.63% in increased or improved services to students.

Proportionality Percentages

2014-15	2015-16	2016-17
2.63%	2.81%	3.14%

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