

Introduction:

LEA: Waukena Joint Union Elementary
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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each 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
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<p>Waukena Elementary School involved all stakeholders regarding the needs of our students.</p> <p>To help the above groups to participate in providing input, the status of the current LCAP was explained to stakeholders during meetings. Translators worked alongside administrators. The current 2016-17 goals were discussed, and then the respective groups provided input on whether to change or continue current goals, and how they would like to see the goals met in the upcoming year.</p> <p>The District sought input from School Site Council on 12/9/15 and 4/7/16, staff on 3/29/16, the English Language Advisory Committee on 12/9/15, Migrant parents on 4/5/16, from Waukena Parent Teacher Club on 4/26/16.</p> <p>Even though Waukena Joint Union Elementary School District has no bargaining units, staff members were informed by the update to the board of the LCAP details. Information are readily available in the district for staff, parents and students to review.</p>	<p>The information gathered at stakeholder meetings was compiled and taken under consideration by district administration. In analyzing our goals, the stakeholders expressed a strong desire to continue to build on the existing goals, with minimal changes. The continuing goals include improving student achievement in ELA and Math, fully implementing Common Core (to include training), creating and maintaining a more positive learning environment, improving the rate at which English learners learn English, and maintaining/improving the condition of school facilities.</p>
<p>Annual Update:</p> <p>The LCAP progress for 2015-16 was shared with stakeholder groups, with reasons provided to each group as to why there were some incomplete actions. Thoughts, opinions, and statements made by stakeholders for the Annual Update were noted in order to include those actions in the 2016-17 LCAP. during the School Site Council meetings on 12/9/15 and 4/7/16, the staff meeting on 3/29/16, the ELAC on 12/9/15, the Migrant meeting on 4/5/16, and the Waukena Parent Teacher meeting on 4/26/16. Throughout the school year, principal and faculty advisor met with student leadership team to gain their input of how to improve campus environment and to engage other students. Survey letter was sent home to parents and students in Spring of 2016 to seek continuous input from family.</p>	<p>Annual Update:</p> <p>The District will support the strong wishes of the stakeholders to continue with the current goals, and build into the plan the changes which parent groups and staff requested:</p> <ol style="list-style-type: none"> 1. Adding an additional aide to the current two instructional aide positions to improve student achievement by supporting teachers and providing tutoring in grades where there was weak growth, or as needed for target students. 2. Increase training as needed to support and retain staff. 3. Support more teaching-of Science- more materials for Science in addition to added teaching time. 4. Provide consistent and on-going computer support to staff. 5. Begin process of building a full service library/media center.

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).

Actions/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 Improve student achievement in English Language Arts and Mathematics	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A
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Identified Need:	<p>Student Achievement has been within Safe Harbor guidelines on past CST standardized tests, but 35% of students failed to score proficient and advanced students have not met state goals. The base year results for CAASPP will be compared to 2015-16 results.</p> <p>Metric: State assessment in English language arts and mathematics, Local assessment measures in English language arts and mathematics, sign in sheets. 100% of teachers are appropriately assigned. 100% of students have standards aligned materials.</p>			
Goal Applies to:	Schools:	Waukena Elementary		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Training of staff will continue as needed until all staff have needed training on new standards. • Students reading at or above grade level will increase by 5%. Using benchmarks, currently K-8 52% of students meet or exceed grade standards. By the end of 2017, 57% of students will meet or exceed grade level standards in ELA. • Students performing math skills at or above grade level will increase by 3%. Using benchmarks, currently 46% of students meet or exceed grade level standards in Math. By the end of 2017, 49% of students will meet or exceed grade level standards in math. • CAASPP results from the baseline of 2014-15 testing will be compared to results from the 2015-16 year, and data will be analyzed. • Increased time teaching time in Science will continue. • Maintain 100% appropriately assigned teachers • Maintain 100% students having standards-aligned materials. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. The district provides highly qualified staff and training for those who have incomplete training in the latest state standards ensuring increase student achievement in all English language arts, ELD and mathematics. (1a, 2a,b)		Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Services and other operating expenditures \$2,500 LCFF S/C

<p>#2. The district will provide three classified staff to support teaching of new standards and provide intervention to students in mathematics and English language arts, and ELD to all identified students in need, including English Learners. This staff will work closely with certificated staff. (7b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries and Benefits \$81,834 LCFF S/C</p>
<p>#3. The district provides the most up to date hardware so that students will have access to internet resources and support achievement in core subject areas. This will include purchasing replacement laptops and equipment that will be needed to keep adequate numbers of working computers for use by students in preparation for SBAC assessments. (1b, 2a,b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$15,,000 LCFF S/C</p>
<p>#4 The district maximizes computer use by students, which will raise achievement, and reduce down time of those computers, the district will contract with a technology consultant approximately 3 days per month to support the on-site librarian/computer tech. (7b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and Other Operating Expenditures \$14,000 LCFF S/C</p>
<p>#5 The district will provide additional time and new state standards aligned instructional materials in ELA and Science. (1b, 8a)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$50,000 LCFF Base</p>

<p>#6 A curriculum coach will be compensated for additional time to collaborate with teachers and analyze data from CAASPP base year data and current year data, allowing for instructional discussion for all students. (7a,b,c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated personnel Salaries and Benefits \$3,000 LCFF S/C</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Training of staff will continue as needed until all staff have needed training on new standards. • Students reading at or above grade level will increase by 1%. Using benchmarks, currently K-8 57% of students meet or exceed grade standards. By the end of 2017, 58% of students will meet or exceed grade level standards in ELA. • Students performing math skills at or above grade level will increase by 1%. Using benchmarks, currently 49% of students meet or exceed grade level standards in math. By the end of 2017, 50% of students will meet or exceed grade level standards in math. • CAASPP results from the baseline of 2014-15 testing will be compared to results from the 2015-16 year and 16-17 year, and data will be analyzed. • Increased time teaching time in Science will continue. • Maintain 100% appropriately assigned teachers • Maintain 100% students having standards-aligned materials.
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>#1. The district provides highly qualified staff and training in common core state standards ensuring increase student achievement in all English language arts, ELD and mathematics. (1a, 2a,b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and Other Operating Expenditures \$3,000 LCFF S/C</p>

<p>#2. The district provides three classified staff to support and provide intervention to students in mathematics and English language arts, and ELD to all identified students in need. This staff will work closely with certificated staff. (7b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries and Benefits \$85,925 LCFF S/C</p>
<p>#3. The district provides the most up to date hardware so that students will have access to internet resources and support achievement in core subject areas. This will include maintenance of mobile computer carts for use by students in preparation for SBAC assessments. (1b, 2a,b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$15,000 LCFF S/C</p>
<p>#4 The district maximizes computer use by students, which will raise achievement, and reduce down time of those computers, the district will maintain a contract with a technology consultant approximately 3 days per month to support the on-site librarian/computer tech. (7b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and Other Operating Expenditures \$14,000 LCFF S/C</p>
<p>#5 The district will maintain additional time and state standards aligned instructional materials in Science and other subject areas. (1b, 8a)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$10,000 LCFF Base</p>

<p>#6 Teachers who analyze data will be compensated for additional time to collaborate with staff and guide discussion in instructional areas for all students. (7a,b,c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries and Benefits \$4,000 LCFF S/C</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Training of staff will continue as needed until all staff have needed skills. • Students reading at or above grade level will increase by an additional 1% • Students performing math skills at or above grade level will increase by an additional 2% • CAASPP results from 2014-15 testing through 2017-18 year.will analyzed for areas on needed target areas • Increased time teaching Science will continue. • Maintain 100% appropriately assigned teachers. • Maintain 100% students having standards-aligned instructional materials. 			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>#1. The district provides highly qualified staff and training in the latest state standards ensuring increase student achievement in all English language arts, ELD and mathematics. (1a, 2a,b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and other operating expenditures \$3,000 LCFF S/C</p>	
<p>#2.The district provides three classified staff to support teaching of new standards and provide intervention to students in mathematics and English language arts, and ELD to all identified students in need. This staff will work closely with certificated staff. (7b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries and Benefits \$88,500 LCFF S/C</p>	

<p>#3. The district provides the most up to date hardware so that students will have access to internet resources and support achievement in core subject areas. This will include a maintenance of laptop carts and computer area in the school library for use by students in preparation for SBAC assessments. (1b, 2a,b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$15,000 LCFF S/C</p>
<p>#4 The district maximizes computer use by students, which will raise achievement, and reduce down time of those computers, the district will contract with a technology consultant approximately 2 days per month to support the on-site librarian/computer tech. (7b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and Other Operating Expenditures \$14,000 LCFF S/C</p>
<p>#5 The district provide additional time and state standards aligned instructional materials in all curriculum areas. (1b, 8a)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$10,000 LCFF Base</p>
<p>#6 Teachers will be compensated for additional time to collaborate and analyze data to make instructional discussion for all instructional areas for all students. (7a,b,c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated personnel Salaries and Benefits \$5,000 LCFF S/C</p>

GOAL:	#2 Fully implement Common Core State Standards by continuing to train teachers and staff in English Language Arts, English language Development, Math, Science, and History/SS CCSS until all teachers are fully trained.		Related State and/or Local Priorities: _1 X 2 _3 _4 X 5 _6 X 7 X 8 Local: N/A
Identified Need:	CCSS training for all teachers remains incomplete due to lack of substitute teachers, and teacher turnover. Training will continue until all staff are trained, with additional consultant days added to provide on campus training. Metric: Sign in Sheets, Classroom observation of instructional strategies implemented		
Goal Applies to:	Schools:	Waukena Joint Union Elementary Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • New teachers will begin CCSS training and remaining teachers who have incomplete training in CCSS in ELA and Math will continue their training • Initial CCSS training in ELA and Math for new teachers will begin within the first quarter of the year. • As teachers complete Math and ELA training, CCSS training in areas of Science and History/SS will begin. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. Teachers and support staff will continue to attend training in the core academic areas of ELA, Math, Science, and History/Social Studies until completely trained. (7a, b, c, 8a)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and Classified Personnel Salaries and Benefits \$ 4,000 LCFF S/C

<p>#2 The district will ensure that instructional materials will be purchased to support student achievement in all content courses. (1b, 2a,b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$25,000 LCFF S/C</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • New teachers will begin CCSS training and remaining teachers who have incomplete training in CCSS in ELA and Math will continue their training. • CCSS training in ELA and Math for new teachers will continue within the first quarter of the year. • As teachers complete Math and ELA training, CCSS training in areas of Science and History/SS will begin with at least 30% receiving initial training.
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
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<p>#1. Teachers and support staff will continue to attend training in the core academic areas of ELA, Math, Science, and History/Social Studies until completely trained. (7a, b, c, 8a)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated and Classified Personnel Salaries and Benefits \$ 4,000 LCFF S/C</p>
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<p>#2 The district provide state standard aligned materials become available, instructional materials will be purchased. (1b, 2a,b)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$20,000 LCFF S/C</p>
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LCAP Year 3

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • New teachers will begin CCSS training and remaining teachers who have incomplete training in CCSS in Science and History /SS will continue their training • Initial CCSS training in ELA and Math for new teachers will begin within the first quarter of the year. • As teachers complete Math and ELA training, CCSS training in areas of Science and History/SS will begin, • Complete final CCSS training for all teachers in ELA and Math. • Continue CCSS training in areas of Science and History/SS for all teachers. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. Teachers and support staff will continue to attend training in the core academic areas of ELA, Math, Science, and History/Social Studies until completely trained. (7a, b, c, 8a)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and Classified Personnel Salaries and Benefits \$ 4,000 LCFF S/C
#2 The district provide state standard aligned materials become available, instructional materials will be purchased to ensure student achievement in all content courses. (1b, 2a,b)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books and Supplies \$15,000 LCFF S/C

GOAL:	#3 Create and maintain a positive school learning environment in order to improve learning and engage students and parents to improve student attendance.		Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	Need to improve attendance by reducing absences, and improving the physical learning environment. Metric: Attendance report, dropout report, suspension report, and expulsion report.		
Goal Applies to:	Schools:	Waukena Joint Union Elementary	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The attendance rate will improve 1% from 96% to 97%. • The library building will be built, and books/materials will be purchased. • Parent/staff/student surveys will be mailed to parents soliciting input on increased services for unduplicated pupils and exceptional needs students • Surveys taken at parent meetings will show increased satisfaction from the library plans and improved facilities. • Williams FIT will verify facilities rating Good in 6 of 8 categories • Dropout and expulsion goal: Return to 0 students from 1 student. • Suspension, less then 4 students per year goal • Chronic Absenteeism percentage is at 11% for 15-16 and need to be addressed to reduce lose of instructional time. 		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
#1 The district provides additional contracted Health Services days in order to work with parents whose students are chronically absent, or have health issues, which affect school attendance. (5a,b,c, 6a,b,c, 3a,b,c)		Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
			Budgeted Expenditures Services and Other Operating Expenditures \$5,000 LCFF S/C

<p>#2 The district will employ an additional maintenance and/or combination bus driver position in order to provide a safe, clean and motivating environment. (1c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries and Benefits \$59,584 LCFF S/C</p>
<p>#3 The district creates a fully functioning library/media center as requested by stakeholders, providing full access by all students of library services. Initial purchases to include purchase of books. (1b, 2a,b,)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$5,000 LCFF Base</p>
<p>#4 Employment of a part time library/computer aide to improve attendance, chronic absenteeism and engage students who do not have access to a city library. (5a,b,c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries and Benefits \$19,998 LCFF S/C</p>
<p>#5. Upgrade all school facility to allow ADA access; ground improvement to make room for library building on site.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Land Improvement \$220,000 LCFF S/C</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The attendance rate will improve 1% to 98%. • The library building will be built, and books/materials will be purchased. • Parent/staff/student surveys will show increased satisfaction from the library and improved facilities. • Williams FIT will verify facilities rating Good in 6 of 8 categories • Maintain 0% Dropout and expulsion rate. • Suspension of students kept at less then 4 students per year • Chronic Absenteeism percentage is at 11% for 15-16 and need to be addressed to reduce lose of instructional time. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The district provides additional contracted Health Services days in order to work with parents whose students are chronically absent, or have health issues, which affect school attendance. (5a,b,c, 6a,b,c, 3a,b,c)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Services and Other Operating Expenditures \$5,000 LCFF S/C
#2 The district will employ an additional maintenance and/or combination bus driver position in order to provide a safe, clean and motivating environment. (1c)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Personnel Salaries and Benefits \$61,375 LCFF S/C
#3 After ADA compliance, ground prep, completed in Year one, books and materials will be purchased as part of the district creating a fully functioning library/media center as requested by stakeholders, providing full access by all students of library services. (1b, 2a,b,)	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books and Supplies \$20,000 LCFF S/C

<p>#4 Employment of a part time library/computer aide to improve attendance, chronic absenteeism and engage students who do not have access to a city library. (5a,b,c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries and Benefits \$22,500 LCFF S/C</p>	
<p>#5 Contruction of the Library/Media Center on campus.</p>	<p>District wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Capital Outlay - Building \$150,000 LCFF S/C</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The attendance rate will be maintained at 98%. • The library building will be complete, with maintenance of books/materials as needed. • Parent/staff/student surveys will show increased satisfaction from the library and improved facilities. • Williams FIT will verify facilities rating Good in 6 of 8 categories • Maintain 0% Dropout and expulsion rate. • Suspension not more than 4 students per year • Chronic Absenteeism percentage is at 11% for 15-16 and need to be addressed to reduce lose of instructional time. 			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>#1 The district provides additional contracted Health Services days in order to work with parents whose students are chronically absent, or have health issues, which affect school attendance. (5a,b,c, 6a,b,c, 3a,b,c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and Other Operating Expenditures \$6,000 LCFF S/C</p>	

<p>#2 The district employ additional maintenance and/or combination bus driver position in order to provide a safe, clean and motivating environment. (1c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Salaries and Benefits \$63,215 LCFF S/C</p>
<p>#3 The district created fully functioning library/media center as requested by stakeholders, will provide full access by all students of library services by providing access two times per month outside of school hours. (1b, 2a,b,)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books and Supplies \$10,000 LCFF S/C</p>
<p>#4 Maintain employment of a part time library/computer aide to improve attendance, chronic absenteeism and engage students who do not have access to a city library. (5a,b,c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Personnel Salaries and Benefits \$25,000 LCFF S/C</p>

GOAL:	#4 Improve the rate at which our English Learners are acquiring the English Language by providing academic support for teaching of new standards and providing supplemental sources of intervention such as one on one or small group tutoring, and use of high interest computer programs that are research based and shown to improve the rate of learning English.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 Local: N/A
Identified Need:	Our students are not learning English within the recommended number of years based upon CELDT results. Metric: State EL assessment, Local proficiency criteria for reclassification		
Goal Applies to:	Schools:	Waukena Joint Union Elementary Grades: All	
	Applicable Pupil Subgroups:	Low Income Pupils, English Learners, Students with Disabilities	
LCAP Year 1			
Expected Annual Measurable Outcomes:	AMAO #2 percentage of English learners will increase by 1%, toward a goal of 2% making goal. Reclassify 4% of EL, meeting local criteria.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 New teachers will complete ELD standards training in order to provide English learners with access to the CCSS ensuring student language proficiency. (4a,b,d)	Districtwide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Services and Other Operating Expenditures \$500 LCFF S/C

<p>#2 Teachers and/or Instructional aides will continue to instruct students on purchased high interest computer programs or engaging small group instruction to help students to continue moving toward fluency in English ensuring students meet the local reclassification criteria. (4a,b,d)</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Books and Supplies \$5,000 LCFF S/C</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • AMAO #2 percentage of English learners will increase by 1%, toward a goal of 2% making goal. • Reclassify 4% of EL, meeting local criteria.
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>#1 Teachers will complete ELD standards training in order to provide English learners with access to the CCSS ensuring student language proficiency. (4a,b,d)</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Services and Other Operating Expenditures \$500 LCFF S/C</p>
<p>#2 Teachers and/or Instructional aides will instruct students on high interest computer programs or engaging small group instruction to help students to continue moving toward fluency in English ensuring students meet the local reclassification criteria. (4a,b,d)</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Books and Supplies \$2,500 LCFF S/C</p>

LCAP Year 3

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • AMAO #2 percentage of English learners will increase by 1%, toward a goal of 2% making goal. • Reclassify 4% of EL, meeting local criteria. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Training of new teachers will continue in order to provide English learners with access to the CCSS ensuring student language proficiency. (4a,b,d)</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Services and Other Operating Expenditures \$500 LCFF S/C</p>
<p>#2 Teachers and/or Instructional aides will instruct students on high interest computer programs or engaging small group instruction to help students to continue moving toward fluency in English ensuring students meet the local reclassification criteria. (4a,b,d)</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Books and Supplies \$4,000 LCFF S/C</p>

GOAL:	#5 Maintain and improve the condition of school facilities.		Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 _6 _7 _8 Local: N/A	
Identified Need:	Facilities showing need for Interior repair and other on-going upkeep of aging facilities according to Facility Inspection Report (FIT) Metric: FIT Report, local work process.			
Goal Applies to:	Schools:	Waukena Joint Union Elementary School		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Achieve a score of Good on 6 of 8 categories on the FIT report. • Build electrical capacity for new air conditioning units. • Replace 3 coolers with air conditioners. • Review student achievement & attendance data 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Build electrical capacity for transition to air conditioning units that will improve learning environment during hot and humid weather. (5a,b,c, 1c)		Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Services and Other Operating Expenditures \$28,458 LCFF S/C

<p>#2 Conduct FIT and also inspection of items not appearing on Williams Inspection list to determine need for facilities improvement. The five-year plan will include landscaping, painting, other deferred maintenance items. Carry out needed repairs ensuring students are safe, clean and esthetically pleasing environment.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and Other Operating Expenditures \$10,000 LCFF S/C</p>	
<p>#3 Stakeholders strongly recommended replacement of swamp coolers with air conditioners in the four rooms in the main building. (5a,b,c, 1c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Capital Outlay \$25,000 LCFF S/C</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Achieve a score of Good on 6 of 8 categories on the FIT report. • Continue to build electrical capacity for new air conditioning units. • Replace at least 3 coolers with air conditioners. • Review student achievement & attendance data 			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>#1 Build electrical capacity for transition to air conditioning units that will improve learning environment during hot and humid weather. (5a,b,c, 1c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and Other Operating Expenditures \$125,000 LCFF Base</p>	

<p>#2 Conduct FIT and also inspection of items not appearing on Williams Inspection list to determine need for facilities improvement. The five-year plan will include landscaping, painting, other deferred maintenance items. Carry out needed repairs ensuring students are safe, clean and esthetically pleasing environment.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and Other Operating Expenditures \$10,000 LCFF Base</p>	
<p>#3 Stakeholders strongly recommended replacement of swamp cooler in 4th - 6th wing and K building. (5a,b,c, 1c)</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Capital Outlay \$25,000 LCFF Base</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Achieve a score of Good on 6 of 8 categories on the FIT report. • Maintain electrical capacity for new air conditioning units. • Replace remaining coolers with air conditioners. • Review student achievement & attendance data 			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>#2 Conduct FIT and also inspection of items not appearing on Williams Inspection list to determine need for facilities improvement. The five-year plan will include landscaping, painting, other deferred maintenance items. Carry out needed repairs ensuring students are safe, clean and esthetically pleasing environment.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services and Other Operating Expenditures \$15,000 LCFF S/C</p>	

<p>#3 Stakeholders strongly recommended replacement of swamp coolers with air conditioners in First through Third wing. (5a,b,c, 1c)</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Capital Outlay \$25,000 LCFF Base</p>
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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?

Original Goal from prior year LCAP:	#1 Improve student achievement in English Language Arts and Mathematics		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Waukena Elementary	
	Applicable Pupil Subgroups:	Grades: All All	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Highly qualified staff will be hired. Returning staff will receive training in CCSS. Students reading at or above grade level will increase by 1%. Students performing at or above grade level in math will increase by 1%. Students will be motivated to learn by incorporating 10% more time for Science. CAASPP results from 2014-15 testing will set a baseline for future years' growth. 	<p>Actual Annual Measurable Outcomes:</p>	<p>10 out of 11 teachers were highly qualified.</p> <p>New and returning staff received training in CCSS.</p> <p>Students reading at or above grade level increased more than 1% in all grades except Kindergarten and First</p> <p>Students performing at or above grade level in math increased more than 1% in all grades save Second and Fourth.</p> <p>Students are motivated to learn by incorporating 10% more time for Science.</p> <p>CAASPP results from 2014-15 testing set a baseline for future years growth with the following results: 41% of students scored Standard Met or Exceeded.in ELA, and 33% of students scored STandard Met or Exceeded in Mathematics.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>#1. The district provides highly qualified staff and training in the latest state standards ensuring increase student achievement in all English language arts, ELD and mathematics. (1a, 2a,b)</p>	<p>Services and Other Operating Expenditures</p> <p>\$2,000</p> <p>LCFF S/C</p>	<p>The district provided highly qualified staff by providing training to teachers: one teacher at a new grade level, two fully credentialed new teachers, one curriculum coach training in writing, and one teacher on a short term staff permit who was provided one on one training by county consultants. All teachers received training on new ELD standards, which gave teachers tools to incorporate ELD standards into all subjects.</p>	<p>Other Operating Expenses</p> <p>\$11,500</p> <p>LCFF S/C</p>

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
#2. The district provides two classified staff to support and provide intervention to students in mathematics and English language arts, and ELD to all identified students in need. This staff will work closely with certificated staff. (7b)		Classified Personnel Salaries and Benefits \$39,996 LCFF S/C	The district provided two classified staff to support teaching of CCSS and provide intervention to students in mathematics and English language arts, and ELD to all identified students in need. They provided support for teaching of standards in reading and math, and tutored intervention students.	Classified Salaries and Benefits \$39,996.00 LCFF S/C	
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>#3 The district provides the most up to date hardware so that students will have access internet resources and support achievement in core subject areas. This will include an additional computer cart, which holds 30 computers, for use by students in preparation for SBAC assessments. (1b, 2a,b)</p>		<p>Books and Supplies \$40,000 LCFF S/C</p>	<p>The district provided quality up to date equipment, such as earphones and mouse devices, as well as computers, in order that students could be prepared for the SBAC assessments.</p>	<p>Books and Supplies \$49,188 LCFF S/C</p>
<p>Scope of service:</p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>#4 The district maximizes computer use by students, which will raise achievement, and reduce down time of those computers, the district will contract with a technology consultant approximately 2 days per month to support the on-site librarian/computer tech. (7b)</p>		<p>Services and Other Operating Expenditures \$14,000 LCFF S/C</p>	<p>The district did not contract 2 days per month for a technology consultant. Instead, the on-site librarian/computer tech contacted the consultant on days when needed for trouble shooting issues that would interfere with student use of technology.</p>	<p>Other Operatig Expenses \$14,175.00 LCFF Base</p>
<p>Scope of service:</p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
#5 The district provide additional time and state standards aligned instructional materials in Science. (1b, 8a)		Services and Other Operating Expenditures \$14,000 LCFF S/C	The district updated the subject schedule to include additional instructional minutes in primary grades, and additional instructional minutes in the intermediate grades. Additional science supplies are being ordered for the 2016-17 school year. In grades 4th to 8th, the additional time allowed for labs and other activities that required more time than just a class period of 45-50 min.	Books and Supplies \$12,000 LCFF S/C
Scope of service:	Districtwide Grades: All		Scope of service:	districtwide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>#6 Teachers will be compensated for additional time to collaborate and analyze data to make instructional discussion for all instructional areas for all students. (7a,b,c)</p>		<p>Certificated Personnel Salaries and Benefits</p> <p>\$3,000</p> <p>LCFF S/C</p>	<p>One certificated individual was compensated for additional time to analyze data and lead discussions.</p>	<p>Certificated Salaries and Benefits</p> <p>\$3,000.00</p> <p>LCFF Base</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>What changes in actions, servivces, and expenditures</p>	<p>More instructional aide time will be allotted to students, either as small group tutoring or assistance with targeted students, in the classes that lost percentages of achieving students in reading and math. Parents whose children are struggling in reading or Math request more one on one and small group assistance.</p>			

<p>Original Goal from prior year LCAP:</p>	<p>#2 Fully implement Common Core State Standards by continuing to train teachers and staff in English Language Arts, English language Development, Math, Science, and History/SS CCSS until all teachers are fully trained.</p>	<p>Related State and/or Local Priorities:</p> <p><input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <input type="checkbox"/>6 <input checked="" type="checkbox"/>7 <input checked="" type="checkbox"/>8 Local:</p>
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Goal Applies to:	Schools:	Waukena Joint Union Elementary	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of new teachers will receive initial CCSS training in ELA and Math. Teachers who have incomplete training in CCSS in ELA and Math will continue their training, with at least 30% completing their training. 100% (If) all teachers complete ELA and Math, other CCSS training will be scheduled. 	Actual Annual Measurable Outcomes:	<p>100% of new teachers received initial CCSS training in ELA and Math, as well as ELD and TCOE consultant support.</p> <p>Due to shortage of substitute teachers, continued training beyond new teachers was incomplete. TCOE consultants conducted training on site to help provide the needed training.</p> <p>No other CCSS beyond Math and ELA training was scheduled.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1. During the 2015-16 school year, teachers and support staff will continue to attend training in the core academic areas of ELA, Math, Science, and History/Social Studies until completely trained. (7a, b, c, 8a)	Certificated and Classified Personnel Salaries and Benefits \$ 4,000 LCFF S/C	New and returning staff received training at the Tulare Small School conference, (\$550), All teachers received ELD training (\$2,500) Additional training was provided as needed by consultants and curriculum coach as requested by teachers or recommended by superintendent. (resulting from observations)	Other Operating Expenses \$4,700 LCFF S/C

Scope of service:	Districtwide Grades: All		Scope of service:	district wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
#2 The district provide state standard aligned materials become available, instructional materials will be purchased. (1b, 2a,b)		Books and Supplies \$30,000 LCFF S/C	Go Math, new materials which are CCSS aligned, were purchased. New ELA materials, which are CCSS aligned, have been ordered but not purchased yet.	Books and Supplies \$44,352.62 LCFF S/C	
Scope of service:	Districtwide Grades: All		Scope of service:	districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures

The district curriculum coach will search out training for new teachers less than three years with the district, and schedule at least 3 teachers for additional training in Math. ELA. and Science.

Science integration and direct Science instruction in primary grades will be monitored through lesson plans in order to provide needed motivation. Science materials, which will arrive in time for the 2016-17 year, will be made available by means of kits for grade level spans of K/1, 2/3, 4/5, and 6/8.

Original Goal from prior year LCAP:	#3 Create and maintain a positive school learning environment in order to improve learning and engage students and parents to improve student attendance.		Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local:	
Goal Applies to:	Schools:	Waukena Joint Union Elementary Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The attendance rate will improve 1% The library building will be built, and books/materials will be purchased. Parent/staff/student surveys will show increased satisfaction from the library and improved facilities. Williams FIT will verify facilities rating Good in 6 of 8 categories Dropout and expulsion maintain at 0 students. Suspension, maintain at less than 4 students per year 		Actual Annual Measurable Outcomes:	<p>Attendance rate remained flat.</p> <p>Due to ADA issues, the library building was not built</p> <p>Parent/staff/student survey was postponed</p> <p>Williams ratings exceeded desired levels</p> <p>Expulsion was not maintained at 0</p> <p>Suspension rate of less than 4 students was maintained.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<p>#1 The district provides additional contracted Health Services days in order to work with parents whose students are chronically absent, or have health issues, which affect school attendance. (5a,b,c, 6a,b,c, 3a,b,c)</p>	<p>Services and Other Operating Expenditures</p> <p>\$5,000 LCFF S/C</p>		<p>The district provided additional contracted nurse days, which gave more time for the nurse to talk with parents regarding issues that affect students and their attendance</p> <p>Other Operating Expenses \$12,039.00 LCFF Base</p>	

Scope of service:	Districtwide Grades: All		Scope of service:	districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
#2 The district employ additional maintenance and/or combination bus driver position in order to provide a safe, clean and motivating environment. (1c)		Classified Personnel Salaries and Benefits \$29,923 LCFF S/C	We were unable to find a bus driver so a maintenance individual was hired using Base Funding.	Classified Salaries and Benefits \$59,235 LCFF Base	
Scope of service:	Districtwide Grades: All		Scope of service:	districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

#3 The district creates a fully functioning library/media center as requested by stakeholders, providing full access by all students of library services. To include purchase of books. (1b, 2a,b,)		Capital Outlay \$120,000 LCFF S/C	Due to needed ADA requirements prior to building plans for library, no funds were expended	\$0
Scope of service:	Districtwide Grades: All		Scope of service: districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
#4 Employment of a part time library/computer aide to improve attendance, chronic absenteeism and engage students who do not have access to a city library. (5a,b,c)		Classified Personnel Salaries and Benefits \$19,998 LCFF S/C	Due to the district not being able to build library, no part time position was filled	\$0
Scope of service:	Districtwide Grades: All		Scope of service: districtwide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Attendance motivators will be researched (special privilege/eligibility for prizes or fieldtrip)</p> <p>Additional number of Nurse days will be added to county contract.</p> <p>Good rating in 6 out of 8 categories be maintained on the Williams Report</p> <p>ADA updates will be completed over two years</p> <p>Dropout and suspension rates will return to 0</p>	

Original Goal from prior year LCAP:	#4 Improve the rate at which our English Learners are acquiring the English Language by providing academic support and supplemental sources of intervention such as one on one or small group tutoring, and use of high interest computer programs that are research based and shown to improve the rate of learning English.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local:		
Goal Applies to:	Schools:	Waukena Joint Union Elementary Grades: All			
Applicable Pupil Subgroups:		All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • AMAO #2 percentage of English learners will increase by 1%, toward a goal of 2% making goal. • Reclassify 4% of EL, meeting local criteria. 	Actual Annual Measurable Outcomes:	English learners did not reach goal of making annual progress Goal to reclassify was not met		
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
#1 During the 2015-16 school year, teachers will complete ELD standards training before the school year starts in order to provide English learners with access to the CCSS ensuring student language proficiency. (4a,b,d)		Services and Other Operating Expenditures \$5,500 LCFF S/C	All teachers completed ELD standards training in order to address their specific needs Other Operating Expenses \$2,500 LCFF S/C		
Scope of service:	Districtwide Grades: All		Scope of service:	districtwide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
#2 Teachers and/or Instructional aides will instruct students on high interest computer programs or engaging small group instruction to help students to continue moving toward fluency in English ensuring students meet the local reclassification criteria. (4a,b,d)		Books and Supplies \$3,000 LCFF S/C	High interest programs, such as but not limited to Lexia, Education city, Accelerated Reader, were utilized by teachers.	Other Operating Expenses \$10,000 LCFF S/C
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, services, and expenditures	New intervention material is being purchased to target English learners and other students who need intervention. One additional aide, for a total of three, will support new common core standards, and work with targeted English learners.			

Original Goal from prior year LCAP:	#5 Maintain and improve the condition of school facilities.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Waukena Joint Union Elementary School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Achieve a score of Good on 6 of 8 categories on the FIT report. • Build electrical capacity for 3 air conditioning units. • Have 3 coolers replaced with air conditioners. • Review student achievement & attendance data 	Actual Annual Measurable Outcomes:	<p>The district scored Good on at least 6 of 8 categories on the FIT</p> <p>Due to excessive costs, additional electrical capacity was not supplied</p> <p>No coolers were replaced</p> <p>Testing data and attendance data was reviewed, with input collected for review</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1 Build electrical capacity for transition to air conditioning units that will improve learning environment during hot and humid weather. (5a,b,c, 1c)	Services and Other Operating Expenditures \$52,000 LCFF S/C	No funds were expended, due to under-estimated cost of project.	\$0

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
#2 Conduct FIT and also inspection of items not appearing on Williams Inspection list to determine need for facilities improvement. The five-year plan will include landscaping, painting, other deferred maintenance items. Carry out needed repairs ensuring students are safe, clean and esthetically pleasing environment.		Services and Other Operating Expenditures \$10,000 LCFF Base	Rooms needing carpet were completed. Outside upkeep maintained	Rentals and Repair \$14,000 LCFF Base	
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>#3 Stakeholders strongly recommended replacement of swamp coolers with air conditioners in main building. (5a,b,c, 1c)</p>		<p>Capital Outlay \$35,000 LCFF Base</p>	<p>We were unable to increase the electricity capacity due to the short amount of time, the scale of the project, and the unexpected cost of needed work.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>What changes in actions, services, and expenditures</p>		<p>Maintenance improvements needed will be scheduled with district funds. Electrical work and improvements (air conditioners) will take priority for funding Student achievement will be studied on a regular basis for continual improvement,</p>		

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:	518874
<p>The district's poverty rate is approximately 83%, with students that are not meeting grade level standards, and English learners who are not progressing in learning English as is needed for their success in school. We are Title I school-wide, therefore, first and foremost, the goals of our stakeholders focus on students in poverty who are at risk of not succeeding in all content areas. Even though the district recently made Safe Harbor for all subgroups due to institution of the 'Transformational Model' under NCLB, the district needs to continue efforts to increase student success and close the achievement gap. Our LCAP funding is used to ensure our teachers and staff are fully trained to meet the needs of our students- whether they live in poverty, are second language learners, special education students, or struggling for any reason. Research based motivating instructional materials are an essential piece as well as fully trained staff. The remaining students who are meeting grade level expectations deserve to be prepared for the new high stakes testing, motivated to learn, supported if needed, and be offered all the benefits that students in other schools have access to, such as but not limited to a full service library/media center, air conditioned classrooms, and access to a well-rounded curriculum, including technology. The desire of all stakeholders-parents, staff, and community, are to meet the needs of each and every student attending Waukena Elementary, in a district wide effort that will result in college and/or career ready students.</p>	

- 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.

31.45

%

Using the calculation tool provided by the state, Waukena Joint Union Elementary School has calculated that it will receive \$518,874 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated to 31.45%. Waukena School has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2016-17 Supplemental and Concentration Grant funding for qualifying purposes as listed in this plan. The increased actios and services are implemented with the aim to close the achievemet gap of our English Learners students.

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).