

**Introduction:**

Woodville Elementary School District is a small K-8 rural school district in the middle of Tulare County. The school district serves the community of Woodville and the Woodville Labor Camp. While the district is geographically situated in the middle of the county it has been bypassed, ignored and has been economically and socially isolated for generations. The communities are populated by farm working families whose poverty rate are around 97% according to our free and reduced lunch count. The students who attend Woodville school often lack the basic academic skills and historically have had a difficult time exiting the English Language Program, the ELL program population has been 85% for years.

Currently there are about 445 students. Student attendance is excellent, at around 98%. There are no students identified as foster or homeless. A good portion of our students walk to school and/or are picked up by their parents.

Woodville school is the center of the community. A lot of parents walk their children to school. Back to school night and parents conferences are well attended, based on classroom sign in sheets. Parents are always welcomed and encouraged to attend and participate in any event and/or activity. Monthly newsletters are sent home and our website is updated on a weekly basis. All stakeholders participated in the LCAP and plenty of input was given to construct it.

The teachers have been trained on the Common Core Standards and a new standards based report card was implemented this year. Our focus is to align our School Single School Site Plan, Con App, LCAP, and other regulatory documents to strengthen our curriculum understanding and delivery, our technology structure, our facilities and our parental participation. Our goal is to provide all of the resources and materials for our students to receive access to the best education possible.

The challenges for Woodville students is not just English language acquisition but the understanding and comprehension of how words and sentences are attached to cultural meanings. Our school is focused on providing the academics in the classroom and having our students 'see' and experience the world outside of Woodville.

**LEA:** Woodville Union Elementary

**Contact:** Jess Navarro, Superintendent, jnavarro@woodville.k12.ca.us, (559)686-9712

**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

Woodville Union Elementary School held parent meetings, and meetings with bargaining units, teachers, staff and monthly updates to the board to provide data, information to update the LCAP. In addition, LCAP updates were regularly sent to staff and board via emails.

1. Meetings for parent participation at school and the Woodville Labor Camp were held on the following dates to discuss LCAP: 09/21/2015, 10/15/2015, 10/16/2015, 11/13/2015, 11/20/2015 and 05/26/2016.

2. Meetings with ELL and DELAC parents were held on the following dates to discuss ELL students and how the LCAP could address their needs: (ELAC)and (DELAC): 09/04/2015, 11/03/2015, 02/05/2016 and 05/13/2016.

3. The LCAP was presented to the bargaining units in April and regular emails sent to staff of all updates made to the LCAP.

4. The Woodville School board received updates and copies of LCAP at the following board meetings, input was elicited from board members at each meeting: August 2015, September 2015, January 2016, February 2016, March 2016, and May 2016, In addition, the board was provided with monthly updates of the LCAP via emails,

5. Parents and community members were updated using our school website and via monthly newsletters. LCAP summaries were sent in May 2016.

6. Staff, parents and students provided input throughout the year.

Depending on the meeting and the stakeholders, the following materials, resources and data were used:

Resource/Material	Purpose
TCOE PowerPoints	Educate
WestEd Channel	Educate
CST Data for All Groups - 3 Years	Data
Attendance Rates- Juniot High for 3 Years	Data
CELDT Results	Data

1. Continue to promote and support English Language Development in the K-3 grades levels.

2. Continue building the best technological school with high speed internet, new hardware and software and the latest e readers and laptops.

3. Focus on developing academic English and expand our efforts to support staff.

4. Provide more afterschool resources and academic support for students to finish their homework and expand their participation in the fine arts.

5. Improve our athletic fields, replace old sports structures and promote students participation in sports.

6. Re double our efforts to have parents attend and participate in all aspects of our educational process.

7. Initiate a systematic process to upgrade/replace and modernize our facilities.

<p>Reclassification Rates                      Data</p> <p>Local Benchmarks                              Data</p> <p>English Language Development Master Plan Resource</p> <p>Single Plan for Student Achievement        Resource</p> <p>Healthy Kids and Character Counts Survey Resource</p> <p>Improvement Plan Title III                      Resource</p>	
<p><b>Annual Update:</b></p> <p>The District shared data, information, resources and goals with stakeholders throughout the entire year, as noted above. The LCAP was posted on our website after each and every update. Board members were involved in the process and given opportunities to make comments, share their views and provide alternatives to meet proposed goals in the LCAP.</p> <p>Based on input, both written and verbal, the LCAP was adjusted to make sure that all stakeholders ideas, suggestions and recommendations were considered in the final draft of the LCAP.</p>	<p><b>Annual Update:</b></p> <p>In analyzing our goals and actions we decided to make the changes listed below.</p> <ol style="list-style-type: none"> <li>1. Continue with academic support of our ELL students.</li> <li>2. Increase our technological capacity.</li> <li>3. Increase our efforts to take the students 'out' of their small community and 'see' the world.</li> <li>4. Increase our efforts to provide after school academic support and recreational activities.</li> <li>5. Create an environment where physical activity and health eating is a priority.</li> <li>6. Increase our efforts to have parents participate in the education of their children.</li> <li>7. Improve the facilities to promote school pride, community involvement and self worth.</li> </ol>

## 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?

<b>GOAL:</b>	#1 INCREASE ACADEMIC ENGLISH MASTERY FOR ALL STUDENTS IN GRADES K-3	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 _7 X 8 Local: N/A
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<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Woodville Elementary School District is a high poverty district with an unduplicated student population of 98.6%.</li> <li>2. Students in Kindergarten enter school with very limited or no English academic skills.</li> <li>3. Students at Woodville Elementary struggle to acquire academic English as demonstrated on state testing.</li> <li>4. CAASPP assessments indicate only 13% of all students were at Level 3 - "Standards Met: Achievement level.</li> <li>5. 14% of the students in grades 2-4 were at grade level as measured by the eading Recovery Intervention assessment.</li> <li>6. The English Language Program needs constant monitoring to make sure students needs are being met.</li> <li>7. Students who meet the established outcomes will receive certificates, plaques and/or academically oriented field trips.</li> </ol>			
<b>Goal Applies to:</b>	<b>Schools:</b>	Single School District		
		Grades: TK, K, 1st, 2nd, 3rd		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Students will make positive progress on the CAASSP assessment by a growth target of 10%.</li> <li>2. 70% of students in grades 2-4 will achieve grade level competency in reading as measurd by Reading Recovery Intervention.</li> <li>3. 100% of teachers will complete workshops to improve their understanding of how to best educated students from low social economical backgrounds.</li> <li>4. 100% of EL students who need support in acquiring and developing their academic English Skills will be served.</li> <li>5. A minimum of 80% of English Learners will make one year's progress as measured by the CELDT. Exam reclassification data and establish baseline for future goals.</li> <li>6. 100% of English Learners in grades K and 1st will receive supplemental instruction in "Language for Learning".</li> <li>7. Students who meet the established oucomes will receive certificates, plaques and/or academically oriented field trips.</li> <li>8. Maintain 100% level of teachers assigned appropriately.</li> </ol>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	

<p>#1 Academic Recovery Teacher for pull out program for ELL students who are in levels 1-3 in grades 2 -4 and provide them with intensive English Development curriculum for a period of 25-40 minutes per day.</p> <p>Academic Recovery Teacher to provide intensive supplemental instruction for all ELL students in grades K and 1st (Language for Learning).</p> <p>Five (5) part-time classified aides to support academic recovery program.</p> <p>K-3 teachers will participate in intensive training on the State adopted curriculum for ELA/ELD common core and ELD standards.</p>	<p>District Wide</p> <p>Grades: TK, K, 1st, 2nd</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>LCFF S/C</p> <p>Certificated Salaries &amp; Benefits</p> <p>\$99,065</p> <p>Title I</p> <p>Classified Salaries &amp; Benefits</p> <p>\$114,591</p>
<p>#2 Purchase Academic Recovery Program Consumables to increase academic English mastery for EL students.</p>	<p>District Wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>LCFF S/C</p> <p>Books and Supplies</p> <p>\$10,000</p>
<p>#3 Family Literacy Training for Teachers to create awareness of family dynamic in the community.</p>	<p>District Wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>LCFF S/C</p> <p>Professional Services</p> <p>\$14,000</p>

#4 Student awards and recognitions	District Wide Grades: TK, K, 1st, 2nd, 3rd	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	LCFF S/C  Books and Supplies  \$6,000
#5 Maintain regular class sizes in grades K-3 to 20 students or under to promote English Language Development Acquisition and Development.	District Wide Grades: TK, K, 1st, 2nd, 3rd	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	LCFF S/C  Certificated Salaries & Benefits  \$111,224
#6 Part time English Language Development aide to assess, monitor and manage the ELL program under the supervision of Academic Recovery Teacher.	District Wide Grades: TK, K, 1st, 3rd	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	LCFF S/C  Classified Salaries & Benefits  \$42,304
# 7 Utilize an ELL/Assesments Program Director, with the assistance of the ELL aide, to assess, monitor and manager the ELL program.	District wide. Grades: TK, K, 1st, 2nd, 3rd	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 Salaries and Benefits  LCFF S/C  \$113,815

<p># 8 Additional 2 staff development days to work with newly adopted curriculum and how to work with EL students.</p> <p>Maintain the added instructional minutes from 13-14.</p>	<p>District wide.</p> <p>Grades: TK, K, 1st, 2nd</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>Certificated Salaries and Benefits</p> <p>LCFF (S/C)</p> <p>\$298,674</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Students will make positive progress on the CAASSP assessment by a growth target of 10%.</li> <li>2. 70% of students in grades 2-4 will achieve grade level competency in reading as measured by Reading Recovery Intervention.</li> <li>3. 100% of teachers will complete workshops to improve their understanding of how to best educated students from low social economical backgrounds.</li> <li>4. 100% of EL students who need support in acquiring and developing their academic English Skills will be served.</li> <li>5. A minimum of 80% of English Learners will make one year's progress as measured by the CELDT. Positive % baseline improvement compared to baseline set in 2016/17.</li> <li>6. 100% of English Learners in grades K and 1st will receive supplemental instruction in "Language for Learning".</li> <li>7. Students who meet the established outcomes will receive certificates, plaques and/or academically oriented field trips.</li> <li>8. Maintain 100% level of teachers assigned appropriately.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>#1 Academic Recovery Teacher for pull out program for ELL students who are in levels 1-3 in grades K-3 and provide them with intensive English Development curriculum for a period of 25-40 minutes per day.</p> <p>Academic Recovery Teacher to provide intensive supplemental instruction for all ELL students in grades K and 1st ( Language for Learning)</p> <p>Five (5) part-time classified aides to support academic recovery program.</p> <p>K-3 teachers will participate in intensive training on the State adopted curriculum for ELA/ELA common core and ELD standards.</p>	<p>District Wide</p> <p>Grades: TK, K, 1st, 2nd</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>LCFF S/C</p> <p>Certificated Salaries &amp; Benefits</p> <p>\$102,037</p> <p>Title I</p> <p>Classified Salaries &amp; Benefits</p> <p>\$120,320</p>
<p>#2 Purchase Academic Recovery Program Consumables to increase academic English mastery for EL students.</p>	<p>District Wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>LCFF S/C</p> <p>Books and Supplies</p> <p>\$10,000</p>
<p>#3 Family Literacy Training for Teachers to create awareness of family dynamic in the community.</p>	<p>District Wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>LCFF S/C</p> <p>Professional Services</p> <p>\$15,000</p>

#4 Student awards and recognitions	District Wide Grades: TK, K, 1st, 2nd, 3rd	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	LCFF S/C  Books and Supplies  \$6,000
#5 Maintain regular class sizes in grades K-3 to 20 students or under to promote English Language Development Acquisition and Development.	District Wide Grades: K, 1st, 2nd, 3rd	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	LCFF S/C  Certificated Salaries & Benefits  \$123,183
#6 Part time English Language Development aide to assess, monitor and manage the ELL program under the supervision of Academic Recovery Teacher.	District Wide Grades: TK, K, 1st, 2nd, 3rd	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	LCFF S/C  Classified Salaries & Benefits  \$44,420
# 7 Utilize an ELL/Assesments Program Director, with the assistance of the ELL aide, to assess, monitor and manager the ELL program.	Single School. Grades: TK, K, 1st, 2nd, 3rd	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 Salaries and Benefits  LCFF S/C  \$119,500



<p># 8 Additional 2 staff development days to work with newly adopted curriculum and how to work with EL students.</p> <p>Maintain the added instructional minutes from 13-14.</p>	<p>District wide.</p> <p>Grades: TK, K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>Certificated Salaries and Benefits</p> <p>LCFF (S/C)</p> <p>\$307,632</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Students will make positive progress on the CAASSP assessment by a growth target of 10%.</li> <li>2. 70% of students in grades 2-4 will achieve grade level competency in reading as measured by Reading Recovery Intervention.</li> <li>3. 100% of teachers will complete workshops to improve their understanding of how to best educated students from low social economical backgrounds.</li> <li>4. 100% of EL students who need support in acquiring and developing their academic English Skills will be served.</li> <li>5. A minimum of 80% of English Learners will make one year's progress as measured by the CELDT. Positive % baseline improvement comapred to baseline set in 2016/17.</li> <li>6. 100% of English Learners in grades K and 1st will receive supplemental instruction in "Language for Learning".</li> <li>7. Students who meet the established outcomes will receive certificates, plaques and/or academically oriented field trips.</li> <li>8. Maintain 100% level of teachers assigned appropriately.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>#1 Academic Recovery Teacher for pull out program for ELL students who are in levels 1-3 in grades K-3 and provide them with intensive English Development curriculum for a period of 25-40 minutes per day.</p> <p>Academic Recovery Teacher to provide intensive supplemental instruction for all ELL students in grades K and 1st ( Language for Learning).</p> <p>Five (5) part-time classified aides to support academic recovery program.</p> <p>K-3 teachers will participate in intensive training on the State adopted curriculum for ELA/ELD common core and ELD standards.</p>	<p>District Wide</p> <p>Grades: TK, K, 1st, 2nd</p>	<p><input type="checkbox"/> 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 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 checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>LCFF S/C</p> <p>Certificated Salaries &amp; Benefits</p> <p>\$105,097</p> <p>Title I</p> <p>Classified Salaries &amp; Benefits</p> <p>\$126,336</p>
<p>#2 Purchase Academic Recovery Program Consumables to increase academic English mastery for EL students.</p>	<p>District Wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd</p>	<p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Other</p>	<p>LCFF S/C</p> <p>Books and Supplies</p> <p>\$10,000</p>
<p>#3 Family Literacy Training for Teachers to create awareness of family dynamic in the community.</p>	<p>District Wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd</p>	<p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Other</p>	<p>LCFF S/C</p> <p>Professional Services</p> <p>\$15,000</p>

#4 Student awards and recognitions	District Wide  Grades: TK, K, 1st, 2nd, 3rd	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	LCFF S/C  Books and Supplies  \$6,000
#5 Maintain regular class sizes in grades K-3 to 20 students or under to promote English Language Development Acquisition and Development.	District Wide  Grades: K, 1st, 2nd, 3rd	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	LCFF S/C  Certificated Salaries & Benefits  \$126,880
#6 Part time English Language Development aide to assess, monitor and manage the ELL program under the supervision of Academic Recovery Teacher.	District Wide  Grades: TK, K, 1st, 2nd, 3rd	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	LCFF S/C  Classified Salaries & Benefits  \$46,640
# 7 Utilize an ELL/Assesments Program Director, with the assistance of the ELL aide, to assess, monitor and manager the ELL program.	Single School.  Grades: TK, K, 1st, 2nd, 3rd	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 Salaries and Benefits  LCFF S/C  \$125,500

<p># 8 Additional 2 staff development days to work with newly adopted curriculum and how to work with EL students.</p> <p>Maintain the added instructional minutes from 13-14.</p>	<p>District wide.</p> <p>Grades: TK, K, 1st, 2nd, 3rd</p>	<p><input checked="" type="checkbox"/> 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>Certificated Salaries and Benefits</p> <p>LCFF (S/C)</p> <p>\$316,860</p>
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<b>GOAL:</b>	#2 ADDRESS TECHNOLOGICAL NEEDS TO EFFICIENTLY PREPARE AND DELIVER THE COMMON CORE STANDARDS		Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 X 7 _8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Woodville has the need to maintain a secure network of access points to have staff and students connect to the internet.</li> <li>2. Provide tech assistant to solve technical issues beyond staff expertise.</li> <li>3. Provide software and hardware for students to access educational resources.</li> <li>4. Library lacks educational software and screens to improve students access to educational resources.</li> <li>5. Teachers need training to access educational sites; to work with educational programs and to use the internet effectively.</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Single School District	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Established a secure network of wi-fi access points for students and staff to access the web.</li> <li>2. Replace all teacher desktops by December 2015.</li> <li>3. Hire a part time tech assistant.</li> <li>4. Purchase portable hardware and software.</li> <li>5. Purchase educational software and two large screen tv's for the library.</li> <li>6. 90% of teachers will be trained to access educational sites, work with educational programs and use the internet effectively.</li> </ol>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
#1 Staff Development for teachers to increase their use of technology in the classroom.	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	LCFF S/C  Professional/Consulting Services  \$15,000

#2 Maintain High Speed Internet	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	LCFF S/C  Communication Services  \$10,000
#3 Part time classified technology assistant	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	LCFF S/C  Classified Salary & Benefits  \$43,600
#4 Purchase 300 chrome books and Kindle Readers for all grade level.	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	LCFF S/C  Books and Supplies  \$50,000
#5 ERS Contract with TCOE	District 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	LCFF S/C  Other Operating Expenses  \$15,000

# 6 Replace the existing outdated telephone system.	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	Other Operating Expenses LCFF (S/C) \$5000
<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Maintain a secure network of wi-fi access points for students and staff to access the web.</li> <li>2. Maintain, update and replace all teacher desktops as needed.</li> <li>3. Maintain a part time tech assistant.</li> <li>4. Purchase portable hardware and software.</li> <li>5. Purchase educational software and maintain two large screen tv's in the library.</li> <li>6. Continue training of teachers on how to access educational sites, work with educational programs and use the internet effectively.</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Staff Development for teachers to increase their use of technology in the classroom.	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	LCFF S/C Professional/Consulting Services \$15,000
#2 Maintain High Speed Internet	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	LCFF S/C Communication Services \$10,000

#3 Part time classified technology assistant	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	LCFF S/C  Classified Salary & Benefits  \$45,780
#4 Purchase 300 chrome books for all grade level.	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	LCFF S/C  Books and Supplies  \$150,000
#5 ERS Contract with TCOE	District 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	LCFF S/C  Other Operating Expenses  \$15,000
# 6 Phase 2 of replacing the existing outdated telephone system.	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	Other Operating Expenses  LCFF (S/C)  \$25,000
<b>LCAP Year 3</b>			



<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Maintain a secure network of wi-fi access points for students and staff to access the web.</li> <li>2. Maintain, update and replace all teacher desktops as needed.</li> <li>3. Maintain a part time tech assistant.</li> <li>4. Purchase portable hardware and software.</li> <li>5. Purchase educational software and maintain two large screen tv's in the library.</li> <li>6. Continue training of teachers on how to access educational sites, work with educational programs and use the internet effectively.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 Staff Development for teachers to increase their use of technology in the classroom.	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	LCFF S/C  Professional/Consulting Services  \$15,000
#2 Maintain High Speed Internet	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	LCFF S/C  Communication Services  \$10,000
#3 Part time classified technology assistant	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	LCFF S/C  Classified Salary & Benefits  \$48,070

#4 Purchase 300 chrome books for all grade level.	District Wide Grades: All	<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	LCFF S/C Books and Supplies \$150,000
#5 ERS Contract with TCOE	District Grades: All	<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	LCFF S/C Other Operating Expenses \$15,000

<b>GOAL:</b>	#3 Create additional learning environments; provide academic support and extra-curricular activities for all students which aim to expose students in career opportunities outside their immediate world.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Teachers need to be trained to fully implement the common core.</li> <li>2. Students lack context to understand and comprehend the world outside of Woodville.</li> <li>3. Students need to be exposed to career and educational options.</li> <li>4. Entering Kindergarten students lack the basic skills to be active learners.</li> <li>5. Students in grades K-3 need more academic time to review, engage and absorb academic content.</li> <li>6. The library has limited space and resources</li> <li>7. Students can not participate in after school activities due to lack of transportation.</li> <li>8. There are no organized athletic activities in school or the community after school for students to participate.</li> <li>9. Students have zero access to the fine arts.</li> <li>10. Students who need help with their homework have limited resource that can help them.</li> </ol>	
<b>Goal Applies to:</b>	<b>Schools:</b> Single School District <b>Grades:</b> All	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 100% of teachers will be fully trained to implement the ELD standards.</li> <li>2. ELL Program Director position added to aide parents, teachers to provide access to all standards to EL students.</li> <li>3. 100% of students will embark on an academic field trip.</li> <li>4. 100% of all students in junior high will be informed, visit and 80% will choose a pathway prior to entering high school.</li> <li>5. A career day will be conducted with professional Woodville School Alumni.</li> <li>6. A 3 week pre-kinder summer program will be conducted to 'train' 5 year olds and their parents on how to be Kindergartners.</li> <li>7. Instructional time in grades K-3 will continue to be implemented.</li> <li>8. Purchase more books for the library</li> <li>9. Continue to work with local medical center to provide LVN services.</li> <li>10. Teachers will receive up to \$550 more to purchase classroom supplies.</li> <li>11. Students have Standard-aligned textbooks in Math during 2015-16, ELA/ELD State Standard-aligned textbook are being purchased in 2016-17, thus enable 100% of students access to standard-aligned materials.</li> <li>12. Maintain and improve upon the school attendance rate, currently at 96.35% with the expectation to reach 97%.</li> <li>13. Reduce Chronic Absenteeism rate by 1% from the current rate of 4%.</li> <li>14. Maintain 0% of the Middle School dropout rates.</li> <li>15. Invest in a new character development system to reduce pupil suspension by 1%. During 15-16 year, 18 students were suspended and the rate is at 4%.</li> <li>16. Maintain zero % of expulsion rate.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>#1 Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in other academic area of academic content.</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>LCFF S/C  Travel and Conference  \$35,000</p>
<p>#2 Provide students with academic field trips and excursions for them to see and experience how attaining a high level of academic English and Math can lead to careers and professions.</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>LCFF S/C  Other Operating Expenses  \$27,000</p>

<p># 3 Purchase library books and eBooks for students</p>	<p>District Wide Grades: 7th, 8th</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 LCFF (S/C) \$5,000</p>
<p>#4 Provide summer school program for students that need extra help. Host a 4 week Pre-Kinder summer program to help incoming kindergartener to adopt to the school's learning environments.</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>LCFF S/C Certificated Salaries and Benefits \$14,405</p>
<p>#5 Contract with TCOE with 10 additional days of School Nurse Services.</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>LCFF S/C Other Operating Expenses \$8,700.00</p>
<p># 6 Partner with local medical clinic to have nursing assistance during school days;</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>LCFF S/C Professional Services \$25,000</p>

<p># 7 School supplies for teachers</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>LCFF S/C Books and Supplies \$21,000</p>
<p># 8 Continue to offer various after school enrichment programs including fine arts and sports. Specific programs to be implemented include:  Central Valley Cadets Leadership Program  All American Student Classic (Academic/Athletic) competition</p>	<p>School 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>Other Operating Expenses LCFF (S/C) \$20,000.00</p>
<p># 9 Provide homework help room after school and staff with certificated teachers to help students in subject area.</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>Certificated Salaries and Benefits LCFF (S/C) \$11,097</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 100% of teachers will be fully trained to implement the ELD standards.</li> <li>2. Maintain ELL Program Director to aide parents and teachers to provide access to all standards to EL students.</li> <li>3. 100% of students will embark on an academic field trip.</li> <li>4. 100% of all students in junior high will be informed, visit and 80% will choose a pathway prior to entering high school.</li> <li>5. A career day will be conducted with professional Woodville School Alumni.</li> <li>6. A 3 week pre-kinder summer program will be conducted to 'train' 5 year olds and their parents on how to be Kindergartners.</li> <li>7. Instructional time in grades K-3 will continue to be implemented.</li> <li>8. Purchase more books for the library</li> <li>9. Continue to work with local medical center to provide LVN services.</li> <li>10. Teachers will receive up to \$500 more to purchase classroom supplies.</li> <li>11. Students have Standard-aligned textbooks in Math during 2015-16, ELA/ELD State Standard-aligned textbook are being purchased in 2016-17, thus enable 100% of students access to standard-aligned materials.</li> <li>12. Maintain and improve upon the school attendance rate, currently at 96.35% with the expectation to reach 97%.</li> <li>13. Reduce Chronic Absenteeism rate by 1% from the current rate of 4%.</li> <li>14. Maintain 0% of the Middle School dropout rates.</li> <li>15. Invest in a new character development system to reduce pupil suspension by 1%. During 15-16 year, 18 students were suspended and the rate is at 4%.</li> <li>16. Maintain zero % of expulsion rate.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>#1 Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in other academic area of academic content.</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>LCFF S/C  Travel and Conference  \$25,000</p>
<p>#2 Provide students with academic field trips and excursions for them to see and experience how attaining a high level of academic English and Math can lead to careers and professions.</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>LCFF S/C  Other Operating Expenses  \$27,000</p>

# 3 Purchase library books and eBooks for students	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	Books and Supplies LCFF (S/C) \$5,000
#4 Provide summer school program for students that need extra help. Host a 4 week Pre-Kinder summer program to help incoming kindergartener to adopt to the school's learning environments.	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	LCFF S/C Certificated Salaries and Benefits \$14,900
#5 Contract with TCOE with 10 additional days of School Nurse Services.	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	LCFF S/C Other Operating Expenses \$9,000
#6 Partner with local medical clinic to have nursing assistance during school days; contract 10 more days of public school nurse service from Tulare County Office of Education.	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	LCFF S/C Professional Services \$25,000



<p>#7 School supplies for teachers</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>LCFF S/C Books and Supplies \$21,000</p>
<p>Continue to offer various after school enrichment programs including fine arts and sports. Specific programs to be implemented include:  Central Valley Cadets Leadership Program  All American Student Classic (Academic/Athletic) competition</p>	<p>School 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>Other Operating Expenses LCFF (S/C) \$20,000.00</p>
<p># 9 Provide homework help room after school and staff with certificated teachers to help students in subject area.</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>Certificated Salaries and Benefits LCFF (S/C) \$11,500</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 100% of teachers will be fully trained to implement the ELD standards.</li> <li>2. Maintain ELL Program Director to aide parents and teachers to provide access to all standards to EL students.</li> <li>3. 100% of students will embark on an academic field trip.</li> <li>4. 100% of all students in junior high will be informed, visit and 80% will choose a pathway prior to entering high school.</li> <li>5. A career day will be conducted with professional Woodville School Alumni.</li> <li>6. A 3 week pre-kinder summer program will be conducted to 'train' 5 year olds and their parents on how to be Kindergartners.</li> <li>7. Instructional time in grades K-3 will continue to be implemented.</li> <li>8. Purchase more books for the library</li> <li>9. Continue to work with local medical center to provide LVN services.</li> <li>10. Teachers will receive up to \$500 more to purchase classroom supplies.</li> <li>11. Students have Standard-aligned textbooks in Math during 2015-16, ELA/ELD State Standard-aligned textbook are being purchased in 2016-17, thus enable 100% of students access to standard-aligned materials.</li> <li>12. Maintain and improve upon the school attendance rate, currently at 96.35% with the expectation to reach 97%.</li> <li>13. Reduce Chronic Absenteeism rate by 1% from the current rate of 4%.</li> <li>14. Maintain 0% of the Middle School dropout rates.</li> <li>15. Invest in a new character development system to reduce pupil suspension by 1%. During 15-16 year, 18 students were suspended and the rate is at 4%.</li> <li>16. Maintain zero % of expulsion rate.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>#1 Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in other academic area of academic content.</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>LCFF S/C  Travel and Conference  \$25,000</p>
<p>#2 Provide students with academic field trips and excursions for them to see and experience how attaining a high level of academic English and Math can lead to careers and professions.</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>LCFF S/C  Other Operating Expenses  \$50,000</p>

# 3 Purchase library books and eBooks for students	District Wide Grades: 7th, 8th	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 LCFF (S/C) \$5,000
#4 Provide summer school program for students that need extra help. Host a 4 week Pre-Kinder summer program to help incoming kindergartener to adopt to the school's learning environments.	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	LCFF S/C Certificated Salaries and Benefits \$15,500
#5 Contract with TCOE with 10 additional days of School Nurse Services.	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	LCFF S/C Other Operating Expenses \$9,500
#6 Partner with local medical clinic to have nursing assistance during school days; contract 10 more days of public school nurse service from Tulare County Office of Education.	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	LCFF S/C Professional Services \$25,000

#7 School supplies for teachers	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	LCFF S/C  Books and Supplies  \$25,000
# 8 Continue to offer various after school enrichment programs including fine arts and sports. Specific programs to be implemented include:  Central Valley Cadets Leadership Program  All American Student Classic (Academic/Athletic) competition	School 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	Other Operating Expenses  LCFF (S/C)  \$25,000
# 9 Provide homework help room after school and staff with certificated teachers to help students in subject area.	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	Certificated Salaries and Benefits  LCFF (S/C)  \$15,000

<b>GOAL:</b>	#4 UPDATE AND IMPROVE ALL FACILITIES FOR STUDENTS TO LEARN, PRACTICE AND PROMOTE FAIR PLAY		Related State and/or Local Priorities: _1 _2 _3 X4 X5 X6 _7 X8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Athletic fields have not been upgraded in 30 years.</li> <li>2. Some athletic uniforms are more than 10 years old.</li> <li>3. A full time physical education and athletic director is needed.</li> <li>4. Student in athletic teams need to compete in tournaments.</li> <li>5. At night, the school lacks proper security lighting to prevent vandalism.</li> <li>6. 50% of Air Conditioner units are older than 20 years and are not energy efficient.</li> <li>7. 50% of classrooms have roofs that are more than 30 years old.</li> <li>8. Storage barn (facility) has not been upgraded since it was built in 1960.</li> <li>9. Outside stage area is too small to conduct school presentations and events.</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Single School District	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Replace and upgrade 50% of the basketball courts.</li> <li>2. Keep full time physical education teacher and athletic director.</li> <li>3. Athletic teams will compete in at least one tournament per sport.</li> <li>4. Replace baseball and softball (a team) diamonds</li> <li>5. 20% Exterior fences will be replaced and upgraded to improve security.</li> <li>6. Lighting in sensitive areas will be installed to prevent vandalism.</li> <li>7. 25% of old AC units will be replaced.</li> <li>8. 25% of classroom roofs will be replaced.</li> <li>9. Storage barn will be remodeled.</li> <li>10. New stage will be built..</li> <li>11. Maintain 100% of the school facilities in good repair.</li> </ol>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
	<b>Budgeted Expenditures</b>		

#4 Replace 50% of all basketball boards, nets and refurbish 50% of basketball courts.	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	LCFF S/C  Books and Supplies  \$10,000
#1 Continue to employ full time physical education teacher to teach PE, serve as Athletic Director and promote the after school physical education program.	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	LCFF S/C  Certificated Salaries & Benefits  \$79,092
#2 Fund athletic teams to compete in tournaments	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	LCFF S/C  Travel and Conference  \$1,500  Books and Supplies  \$2,000

#3 Replace old baseball/softball diamonds (B teams)	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	LCFF S/C  Books and Supplies  \$5,000
# 5 Improve playground fields and equipment for grades K -3 to provide safe environment for lower grades.	Single School District. Grades: TK, K, 1st, 2nd, 3rd	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	LCFF S/C  Land Improvement \$50,000
# 7 Improve and install additional lightning around campus	Single School District 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	Other Operating Expenses  LCFF S/C \$20,000  LCFF Base \$30,000
# 8 Replace and repair roof as needed.	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	LCFF Base  Improvement of Buildings \$50,000

<p># 6 Upgrade classrooms as needed, such as carpet, interior painting etc.</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>Building Improvements LCFF (S /C) \$20,000.00</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Maintain, replace and upgrade the basketball courts as needed.</li> <li>2. Keep full time physical education teacher and athletic director.</li> <li>3. Athletic teams will compete in at least one tournament per sport.</li> <li>4. Maintain, replace and upgrade baseball and softball (a team) diamonds as needed.</li> <li>5. Maintain, replaced and upgrade Exterior fences to improve security.</li> <li>6. Lighting in sensitive areas will be installed to prevent vandalism.</li> <li>7. 25% of old AC units will be replaced.</li> <li>8. 25% of classroom roofs will be replaced.</li> <li>9. Storage barn will be remodeled.</li> <li>10. New stage will be built.</li> <li>11. Maintain 100% of the school facilities in good repair.</li> </ol>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 Continue to employ full time physical education teacher to teach PE, serve as Athletic Director and promote the after school physical education program.</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>LCFF S/C Certificated Salaries &amp; Benefits \$85,000</p>



<p>#2 Fund athletic teams to compete in tournaments</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>LCFF S/C Travel and Conference \$1,500 Books and Supplies \$2,000</p>
<p># 3 Upgrade classrooms as needed, such as carpet, interior painting etc.</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>Building Improvements LCFF (S /C) \$20,000.00</p>
<p># 4 Replace and repair roof as needed.</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>LCFF S/C Improvement of Buildings \$100,000</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Maintain, replace and upgrade the basketball courts as needed.</li> <li>2. Keep full time physical education teacher and athletic director.</li> <li>3. Athletic teams will compete in at least one tournament per sport.</li> <li>4. Maintain, replace and upgrade baseball and softball (a team) diamonds as needed.</li> <li>5. Maintain, replaced and upgrade Exterior fences to improve security.</li> <li>6. Lighting in sensitive areas will be installed to prevent vandalism.</li> <li>7. 25% of old AC units will be replaced.</li> <li>8. 25% of classroom roofs will be replaced.</li> <li>9. Storage barn will be remodeled.</li> <li>10. New stage will be built.</li> <li>11. Maintain 100% of the school facilities in good repair.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 Continue to employ full time physical education teacher to teach PE, serve as Athletic Director and promote the after school physical education program.	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	LCFF S/C  Certificated Salaries & Benefits  \$93,000
#2 Fund athletic teams to compete in tournaments	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	LCFF S/C  Travel and Conference  \$1,500  Books and Supplies  \$2,000

# 3 Upgrade classrooms as needed, such as carpet, interior painting etc.	District Wide Grades: All	<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	Building Improvements LCFF (S /C) \$20,000.00
# 4 Replace and repair roof as needed.	District wide. Grades: All	<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	LCFF S/C Improvement of Buildings \$100,000

<b>GOAL:</b>	#5 IMPROVE THE PARTICIPATION AND LEARNING OPPORTUNITIES FOR PARENTS.		Related State and/or Local Priorities: _1 _2 X 3 X 4 _5 _6 _7 _8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Parents and guardians can not attend and participate in meetings and school governance due to lack of childcare and domestic responsibilities.</li> <li>2. Parents need to learn about school governance and procedures.</li> <li>3. Parents need to understand effective and simple methods for them to support their child's education.</li> <li>4. The school needs an effective method to keep the parents and community involved.</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Single School District  Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Provide meals and child care at Woodville School for parents to attend and participate in school activities, parents meeting, board meeting.</li> <li>2. 50% of parents who attend and participate in school governance will be offered the opportunity to attend workshops and conferences.</li> <li>3. Establish a parent literacy course (workshops) for parents to learn simple and effective methods to help their students learn at home.</li> <li>4. Contract with Parent Institute For Quality Education (PIQE) to provide parent training, engage parents, including parents of exceptional needs pupils, to be actively involved with their children's education.</li> </ol>		
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
#1 Provide parents with meals and childcare when they participate in school meetings and/or activities.		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
			LCFF S/C  Books and Supplies  \$5,000.00

<p>#2 Parents attend and participate in conferences/workshops to learn about ELL and other educational programs.</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>LCFF S/C Travel and Conference \$15,000</p>
<p>#3 Provide parents with meeting with ELL Program Director to help parents better understand how to help their student to excel in school.  Give parents the opportunity to attend parenting classes on a variety of school related topics. Resources such as PIQE will be contacted to provide parents with additional opportunities for parent involvement.</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>LCFF S/C Operating Expenses \$12,000</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Provide meals and child care at Woodville School for parents to attend and participate in school activities, parents meeting, board meeting.</li> <li>2. 50% of parents who attend and participate in school governance will be offered the opportunity to attend workshops and conferences.</li> <li>3. Establish a parent literacy course (workshops) for parents to learn simple and effective methods to help their students learn at home.</li> <li>4. Contract with Parent Institute For Quality Education (PIQE) to provide parent training, engage parents, including parents of exceptional needs pupils, to be actively involved with their children's education.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>#1 Provide parents with meals and childcare when they participate in school meetings and/or activities.</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>LCFF S/C  Books and Supplies  \$5,000.00</p>
<p>#2 Have parents attend and participate in conferences/workshops to learn about ELL and other educational programs.</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>LCFF S/C  Travel and Conference  \$15,000</p>
<p>#3 Provide parents with meeting with ELL Program Director to help parents better understand how to help their student to excel in school.</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>LCFF S/C  Operating Expenses  \$12,000</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Provide meals and child care at Woodville School for parents to attend and participate in school activities, parents meeting, board meeting.</li> <li>2. 50% of parents who attend and participate in school governance will be offered the opportunity to attend workshops and conferences.</li> <li>3. Establish a parent literacy course (workshops) for parents to learn simple and effective methods to help their students learn at home.</li> <li>4. Contract with Parent Institute For Quality Education (PIQE) to provide parent training, engage parents, including parents of exceptional needs pupils, to be actively involved with their children's education.</li> </ol>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Provide parents with meals and childcare when they participate in school meetings and/or activities.	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	LCFF S/C  Books and Supplies  \$5,000.00
#2 Have parents attend and participate in conferences/workshops to learn about ELL and other educational programs.	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	LCFF S/C  Travel and Conference  \$15,000
#3 Provide parents with meeting with ELL Program Director to help parents better understand how to help their student to excel in school.	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	LCFF S/C  Operating Expenses  \$12,000

## 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?

<b>Original Goal from prior year LCAP:</b>	#1 INCREASE ACADEMIC ENGLISH MASTERY FOR ALL STUDENTS IN GRADES K-3		Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	



<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>Students will make positive progress on state assessments- This year will be the baseline year for the CAASP (California Assessment of Student Performance and Progress).</li> <li>Students will make 5% progress on the STAR reading test.</li> <li>Teachers will attend workshops to improve their understanding of how to best educate students from low social economical backgrounds.</li> <li>100% of students who need support in acquiring and developing their academic English Skills will be served.</li> <li>A minimum of 70% of English Learners will make one year's progress as measured by the CELDT.</li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>Last year, 13% of our students in grade 3 - 8 met or exceeded the standards according to the CAASP.</li> <li>Students will make 5% progress on the CASSP test this year.</li> <li>All of the classroom teachers attend training to learn better strategy to educate EL students.</li> <li>100% of the students who need help in developing their academic English skills were served.</li> <li>30% of the English Learners have made one year's progress as measured by CELDT.</li> </ol>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>#1 Academic Recovery Teacher for pull out program for ELL students who are in levels 1-3 in grades K-4 and provide them with intensive English Development curriculum for a period of 30-45 minutes per day.</p> <p>Five (5) part time classified aides to support academic recovery program.</p>	<p>LCFF S/C Certificate Salaries and Benefits \$98,600</p> <p>LCFF S/C Classified Salaries and Benefits \$88,534</p>	<p>An academic Recovery teacher was in charge of the reading recovery program, and she is supported by 5 part-time instructional aides .</p>	<p>Certificated salary and benefits \$98,332 LCFF (S/C)</p> <p>Classified salary and benefits \$ 114,400 EIA, Title I and Title III LEP</p>

<b>Scope of service:</b>	District Wide 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 Purchase Academic Recovery Program Consumables		LCFF S/C Books and Supplies \$7,500	Supplemental reading materials were purchased to be used in the Academic Recovery Program.	Books and Supplies \$3,345 LCFF (S/C)	
<b>Scope of service:</b>	District Wide Grades: All		Scope of service:	Grades K to 4. Grades: K, 1st, 2nd, 3rd, 4th	
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			_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

#3 Family Literacy Training for Teachers		LCFF S/C Other Operating \$12,000	Family Literacy Training for Teachers, book club activities for teachers to have awareness of how to better serve families from high poverty area.	None
<b>Scope of service:</b>	District Wide Grades: All		Scope of service: Book club once a month on Friday afterschool. 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 Student Recognitions		LCFF S/C Books and Supplies \$5,000	Student awards and recognitions	Books and Supplies \$1430 LCFF S/C
<b>Scope of service:</b>	District Wide 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	
#5 Maintain regular class sizes in grades K-3 to 20 students or under to promote English Language Development Acquisition and Development.		LCFF S/C  Certificated Salaries & Benefits  \$78,644	Assign one teacher to kindergarten to maintain small class size. The class size from TK to 3rd grade will be less than 24 children in each class according to the contract. With this action, class size for TK-K has ben reduced to 21.	Certificated salaries and benefits \$117,821 LCFF (S/C)
<b>Scope of service:</b>	District Wide  Grades: K, 1st, 2nd, 3rd		Scope of service:	Kindergarten.  Grades: TK, K
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	
#6 Part time English Language Development aide to assess, monitor and manage the ELL program under the supervision of Academic Recovery Teacher.		LCFF S/C  Classified Salaries & Benefits  \$26,588	Part ime ELL aides was hired to assess, monitor and manage the ELL program.	Classified Salaries and Benefits  \$27,105 LCFF (S/C)

<b>Scope of service:</b>	District Wide  Grades: All		<b>Scope of service:</b>	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		
<b>What changes in actions, services, and expenditures</b>	Actions and services will be continued as outlined in the 16-17 year's plan. With the addition of the ELL program director to our administrative team, we will be able to extract better data and use such data to better serve our students according to their needs.				

<b>Original Goal from prior year LCAP:</b>	#2 ADDRESS TECHNOLOGICAL NEEDS TO EFFICIENTLY PREPARE AND DELIVER THE COMMON CORE STANDARDS	Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 X 7 _8 Local:
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Goal Applies to:	Schools: Single School District Grades: All		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Established a secure network of wi-fi access points for students and staff to access the web.</li> <li>2. Replace all teacher desktops by December 2015.</li> <li>3. Hire a part-time tech assistant.</li> <li>4. Purchase portable hardware and software.</li> <li>5. Purchase educational software and two large screen tv's for the library.</li> <li>6. 80% of teachers will be trained to access educational sites, work with educational programs and use the internet effectively.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. We have established a secure network of Wi-fi access points for students and all staff.</li> <li>2. We have replaced all teachers desktop by May 2016.</li> <li>3. A part-time tech assistant has been employed since September 2015.</li> <li>4. Hardware and software has been purchased as needed.</li> <li>5. Educational software and large screen TV has been purchased for the library.</li> <li>6. 75 % of teachers have been trained to access educational sites and access to programs and use the internet in the classroom.</li> </ol>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
#1 Campus wide wi-fi access points to securely connect the school.	LCFF S/C Operating Expenses \$10,000	Sixteen Aruba Access Points Installed on Campus.	Books and Supplies \$11,882.75 LCFF S/C

<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	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 Update teachers desktop computers		LCFF S/C Books and Supplies \$30,000	Update and replace 100% classroom teacher's desktop computers.	Books and Supplies \$33,524.25 LCFF(S/C)	
<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	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		

#3 Maintain High Speed Internet service		LCFF S/C Other Operating Services \$7,000	Maintain High Speed Internet Service	Other Operating Expenses Estimated Cost: \$5,000 LCFF S/C
<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b> 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	
#4 Part time classified technology assistant		LCFF S/C Classified Salary & Benefits \$28,330	A part time technology assistant was hired.	Classified Salary and Benefits \$28,243 LCFF (S/C)
<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b> 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	
#5 Router and web filter		LCFF S/C  Other Operating Services  \$3,000	New router was installed and configured.	Books and Supplies  Total cost: \$2,443.33  LCFF S/C
<b>Scope of service:</b>	District Wide  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	
#6 Purchase 150 chrome books for grades K-4		LCFF S/C  Books and Supplies  \$50,000	Purchased 150 chromebooks and charging carts for grades k-4	Books and Supplies  \$67,323.44  LCFF S/C

<b>Scope of service:</b>	District Wide Grades: K, 1st, 2nd, 3rd, 4th		<b>Scope of service:</b>	District Wide Grades: TK, K, 1st, 2nd, 3rd, 4th	
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		
#7 60 in TV for library (2)		LCFF S/C Books and Supplies \$7,000	The multi-media TV project in the library has been completed.	Books and Supplies \$6100 LCFF S/C	
<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	District Wide Library Access 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		

#8 120 kindle readers (e books) for grades 5-8		LCFF S/C Books and Supplies \$24,000	Kindles for Grades 5th-8th grade		Books and Supplies \$5,000 LCFF S/C
<b>Scope of service:</b>	District Wide Grades: 5th, 6th, 7th, 8th		<b>Scope of service:</b>	District Wide Grades: 5th, 6th, 7th, 8th	
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		
#9 E- books for library		LCFF S/C Books and Supplies \$2,000	Ebooks from Amazon.com		Books and Supplies LCFF S/C \$2,000
<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	District Wide 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>#10 ERS TCOE</p>		<p>LCFF S/C</p> <p>Services and Other Operating</p> <p>\$15,000</p>	<p>Maintain the annual library Media Service contract with Tulare County Office of Education. The contract will provide online access to the Educational Resource Services Multimedia Portal to give teachers resources to the common core state standard. It will also provide technology consultation to support district's need. TCOE will also provide circulating access to educational resource materials to teachers.</p>	<p>Other Operating Expenses</p> <p>\$4,000</p> <p>LCFF S/C</p>
<p><b>Scope of service:</b></p>	<p>District Wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>District Wide</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>	

#11 Renaissance Learner 3 year subscription		LCFF S/C Services and Other Operating \$18,000	Renaissance Learner 1 year subscription purchased.		Other Operating Expenses \$5,500 Title I
<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	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		
#12 Aeries 3 year contract		LCFF S/C Services and Other Operating \$6,000	Aeries.Net purchased and implemented.		Books and Supplies LCFF Base \$5,020.00
<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	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	
#13 Staff Development for teachers to increase their use of technology in the classroom.		LCFF S/C  Professional Services  \$8,000	All of the classroom teachers has attended staff development training during the school year.	Other operating Expenses  \$70, 313.00  LCFF S/C
<b>Scope of service:</b>	District Wide  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	
<b>What changes in actions, servivces, and expenditures</b>	Teacher will be provided with continued in-service on the used of technology in the classroom to include up to date computer software and computer programs. In additional teachers and students will have access to a secure WFI.			

<b>Original Goal from prior year LCAP:</b>	#3 CREATE CONDITIONS FOR LEARNING AND PROVIDE STUDENTS WITH OPPORTUNITIES TO BE EXPOSED TO CAREER CHOICES AND THE WORLD OUTSIDE THEIR IMMEDIATE WORLD.		Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	Single School District	
		Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 85% of teachers will be fully trained to implement the common core.</li> <li>2. 100% of students will embark on an academic field trip.</li> <li>3. 100% of all students in junior high will be informed, visit and 75% will choose a pathway when they enter high school.</li> <li>4. A career day will be conducted with professional Woodville School Alumni.</li> <li>5. A 3 week pre kinder summer program will be conducted to 'train' 5 year olds and their parents on how to be Kindergartners.</li> <li>6. Instructional time in grades K-3 will continue to be implemented.</li> <li>7. The library will be doubled in space and more resources will be purchased.</li> <li>8. A 5.5 hr. medical assistant will be hired.</li> <li>9. Teachers will receive up to \$500 more to purchase classroom supplies.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 95% of the teachers were trained to implement common core.</li> <li>2. 80% of the students took an academic field trip.</li> <li>3. Not fully implemented.</li> <li>4. Career Day was held on September 4, 2015.</li> <li>5. NA</li> <li>6. We have continued to have longer instructional minutes for K-3.</li> <li>7. Not implemented.</li> <li>8. Partner with local medical clinic to have a LVN on site each day durng school time.</li> <li>9. Each teacher has receive \$500 more to be spent on classroom supplies.</li> </ol>
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## LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1 Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in English Language Arts and mathematics content and critical thinking skills.	LCFF S/C Professional Services \$35,000	Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards.	Books and Supplies \$2950 Other Operating Expenses \$17,025 LCFF S/C



<b>Scope of service:</b>	District Wide Grades: All		Scope of service:	Purchase of materials and teachers attend training 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 Provide students with academic field trips and excursions for them to see and experience how attaining a high level of academic English and Math can lead to careers and professions.	LCFF S/C Other Operating \$15,000	Provide field trip an excursions for students. Kindergardener class went on to the Fresno Zoo on September 27, 2015.  Fifth Grade went to SCICON for a day trip. Sixth Grade attended SCISCON for a week program. Seventh Grade went to Hearst Castle on May 26, 2016. Eighth Grade went on a trip to San Francisco on May 10 -11, 2016.	Services and Other Operating Expenditures  \$2,580 LCFF (S/C)		
<b>Scope of service:</b>	District Wide 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		

#3 High school Pathways awareness and career/college exposure for junior high students.		LCFF S/C Other Operating \$10,000	A career day activity was held on September 4, 2015. It is a one day event that exposes sixth, seventh and eighth grade students to information about career opportunities, importance of higher education, and goal setting. We have invited numerous speakers that was Woodville graduates and current leaders in their chosen fields.	Supplies \$500 LCFF S/C
<b>Scope of service:</b>	District Wide Grades: All		Scope of service: Career Day held on September 4, 2015. Grades: 6th, 7th, 8th	
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 Maintain the increased instructional time implemented in 2013-2014.		LCFF S/C Certificated Salaries and Benefits \$155,638	Maintain the increased instructional time implemented in 2013-14	Certificated Salaries and Benefits \$147,840 LCFF (S/C)
<b>Scope of service:</b>	District Wide 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	
#6 Pre Kinder Summer Program (3 weeks)		LCFF S/C  Certificated Salaries and Benefits  \$7,000	A liason from the labor camp will bring kindergardeners' partents to the campus to introduce them to staff and familiarize them with all available resouces. Kinder camp was not implemented this year.	None
<b>Scope of service:</b>	District Wide  Grades: K		Scope of service:	Campus tour was conducted by the liason.  Grades: TK, Preschool
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	

#7 School Medical Assistant		LCFF S/C Services and Other Operating \$25,000	A nurse was assigned to our school from the local Medical Center and provide medical assistance to all students	Services and Other Operating Expenses \$25,000 LCFF (S/C)
<b>Scope of service:</b>	District Wide 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	
#8 Additional School supplies for teachers.		LCFF S/C Books and Supplies \$15,000	Additional classroom supplies allocation was given to teachers.	Books and Supplies \$1171.80 LCFF (S/C)
<b>Scope of service:</b>	District Wide Grades: All		Scope of service: District wide 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><b>What changes in actions, servivces, and expenditures</b></p>	<p>The majority of AMO's were implemented. This should create better conditions for learning and provide students with opportunities for career choices outside their immediate world. Actions and services will be continued as outlined in the 16-17 year's plan, advance planning is needed to make sure this program will take place during the summer of 2017. The pre-k summer program will be offered during the summer of the school year 2016/17. It has also bee determined that the room utilized as the library is a portable structure and therefore does not allow for expansion.</p>	

<b>Original Goal from prior year LCAP:</b>	#4 LOW INCOME STUDENTS NEED ACADEMIC SUPPORT AND EXTRA CURRICULAR ACTIVITIES ABOVE AND BEYOND THE REGULAR SCHOOL DAY		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	Single School District  Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Provide after school transportation services to the Woodville Labor Camp and the Woodville community.</li> <li>2. Establish a competitive after school athletic program.</li> <li>3. Establish a fine arts program.</li> <li>4. Create an after school homework support classroom for students to drop in for students to complete their homework.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Late bus schedule has been added to provide transportation to Woodville Labor Camp and Woodville Community.</li> <li>2. After School Athletic program has been established.</li> <li>3. Fine art program for after school program has been established to introduce volin instruction.</li> <li>4. Not implemented.</li> </ol>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
#1 Afterschool transportation	LCFF S/C  Services and Other Operating  \$15,000	An additional bus run is being implemented at the end of the school day around 4 p.m. so that the students that participate in the after school athletic program or fine arts program can have transportation to go home.	Transfer of Direct Costs  Cost of additional bus run \$19,532.61  LCFF S/C

<b>Scope of service:</b>	District Wide 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 After school competitive sports program		LCFF S/C Services and Other Operating \$20,000	After School Competitive Sports Programs include volleyball, flag football, soccer, basketball, softball, cross country and track.	Certificated and Classified Salaries and Benefits \$13,485.25 LCFF S/C	
<b>Scope of service:</b>	District Wide 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		

#3 Establish a Fine Arts program.		LCFF S/C  Services and Other Operating  \$15,000	Establish an enrichment afterschool program partner with ProYouth , offering music, dance, sports, robotics culinary art to all students.	Services and Other Operating Expenditures  \$25,920  LCFF (S/C)
<b>Scope of service:</b>	District Wide  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	
#4 Hire two (2) Part Time Certificated Teachers to manage the after school homework help room (2 hours x 150 days)		LCFF S/C  Certificate Salaries and Benefits  \$11,097	None	None
<b>Scope of service:</b>	District Wide  Grades: All		Scope of service:	After school tutoring was funded by Migrant program.  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><b>What changes in actions, servivces, and expenditures</b></p>	<p>The majority of Goal 4 AMO's were implemented. After school transportation service to the Woodville Labor Camp and community was implemented. After School Athletic and Fine Arts programs were established. Goals 4 and 5 have been combined in 16-17 within the existing goals and continue the action and services.</p>	

<b>Original Goal from prior year LCAP:</b>	#5 UPDATE, REPLACE AND FIX ATHLETIC FACILITIES FOR STUDENTS TO LEARN, PRACTICE AND PROMOTE FAIR PLAY			Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 X 6 _7 _8 Local:	
Goal Applies to:	Schools:	Single School District			
	Grades:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Level all fields, reseed and maintain healthy fields and structurally sound athletic facilities.</li> <li>Replace sport uniforms that are more than 10 years old.</li> <li>Hire a full time physical education teacher and athletic director</li> <li>Athletic teams will compete in at least one tournament per sport.</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Maintain healthy fields and sound facilities all during the year.</li> <li>We have replaced all old uniforms.</li> <li>A PE teacher/Athletic director was employed.</li> <li>Athletic teams have been competing in tournaments. The district hosted a softball and baseball tournament at Granite High School.</li> </ol>	
<b>LCAP Year: 2015-16</b>					
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
#1 Athletic fields improvements		LCFF S/C Services and Other Operating \$20,000	All fields were being worked on and leveled during the school year.		Other operating expenses \$3,525 LCFF S/C
<b>Scope of service:</b>	District Wide Grades: All		Scope of service:	Field improvement 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 Replace old athletic uniforms		LCFF S/C  Books and Supplies  \$5,000	Replace uniforms	Materials and supplies  \$6,600  LCFF S/C
<b>Scope of service:</b>	District Wide  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	
#3 Hire full time physical education teacher to teach PE, serve as Athletic Director and promote the after school sports program.		LCFF S/C  Certificated Salaries and Benefits  \$89,109	Full time physical education teacher was hired, she also served as Athletic Director.	Certificated Salaries and Benefits  \$78,428  LCFF (S/C)

<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	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		
#4 Pay for athletic teams to compete in tournaments		LCFF S/C Services and Other Operating \$1,500	A softball and baseball tournament was hosted by our district held at Granite High School in Porterville.	Other Operating Expenses \$250 LCFF S/C	
<b>Scope of service:</b>	District Wide Grades: All		<b>Scope of service:</b>	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		

#5 Replace baseball and softball diamonds (A teams)		LCFF S/C Books and Supplies \$10,000	Repair diamonds		Materials and Supplies \$755 LCFF S/C
<b>Scope of service:</b>	District Wide 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		
<b>What changes in actions, servivces, and expenditures</b>	All of Goal 5 AMO's were implemented. Maintained healthy playing fields and sound facilities. For 16-17 , this goal has been combined with Goal #4 and actions and services are continued. Athletic Director was employed and coordinated all afterschool sport activities and tournaments. In additional, the director submitted recommendations on the replacement of uniform as needed.				

<b>Original Goal from prior year LCAP:</b>	#6 IMPROVE THE PARTICIPATION AND LEARNING OPPORTUNITIES FOR PARENTS.		Related State and/or Local Priorities: _1 _2 X3 X4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	Single School District		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Provide meals and childcare at Woodville School for parents to attend and participate in school governance.</li> <li>2. 50% of parents who attend and participate in school governance will be offered the opportunity to attend workshops and conferences.</li> <li>3. Establish a parent literacy course (workshops) for parent to learn simple and effective methods to help their students learn at home.</li> <li>4. A new school marquee will be purchased to replace the broken marquee.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Meals and childcare were provided for parents while they are attending meetings.</li> <li>2. Parents are invited to join Site Council and ELAC committee.</li> <li>3. Not implemented.</li> <li>4. A new marquee was purchased and is in use.</li> </ol>	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
#1 Provide parents with meals and childcare when they participate in school meetings and/or activities.		LCFF S/C Books and Supplies \$5,000	Provide parents with meals and childcare when they participate in school meetings and activities.	Books and supplies \$1,531 Title I
<b>Scope of service:</b>	District Wide Grades: All		Scope of service: istrict 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 Have parents participate in conferences/workshops (outside of Woodville) to learn about ELL and other educational programs.		LCFF S/C  Services and Other Operating  \$5,000	Not provided for lack of participation		No expenses.
<b>Scope of service:</b>	District Wide  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		

#3 Provide parents with parenting classes and literacy workshops to help them help their students increase their learning.		LCFF S/C Services and Other Operating \$12,000	Parenting class was held and 9 parents graduated.	Certificated and Classified Salaries and Benefits \$7.826 Title I
<b>Scope of service:</b>	District Wide 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	
#4 Replace old School Marquee		LCFF S/C Capital Outlay \$26,500	School Marquee was replaced with new LED model.	Capital Outlay \$27,774 LCFF (S/C)
<b>Scope of service:</b>	District Wide Grades: All		Scope of service: District wide 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><b>What changes in actions, servivces, and expenditures</b></p>	<p>The district scheduled numerous parent meeting throughout the year. Topics discussed in these meeting varied from teaching parents literacy, how parents can access resources for their family, how to communicate with the school concerning their child's progress, etc. Meals and babysitting was provided to ensure the maximum participation by EL parents. Efforts were made to enlist the participation of parents on the district;s SSC and ELAC. A family literacy program is scheduled to be implemented for 2016/17 as well as the Parent Institute for Quality Education (PIQE). This goal becomes Goal #5 for 2016/17.</p>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>#7 IMPROVE THE FACILITIES AND PROVIDE A FACE LIFT TO SCHOOL STRUCTURES.</p>	<p>Related State and/or Local Priorities: X 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 Local:</p>
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Goal Applies to:	Schools:	Single School District	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 20% Exterior fences will be replaced and upgraded to improve security.</li> <li>2. Lighting in sensitive areas will be installed to prevent vandalism.</li> <li>3. 25% of old AC units will be replaced.</li> <li>4. 25% of classroom roofs will be replaced.</li> <li>5. Storage barn will be remodeled.</li> <li>6. New stage will be built.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. New fences has been installed to provide secured entrance to the school campus.</li> <li>2. Not fully implemented due to the need to improve ground access of electricity outlet, will continue to finish in 16-17.</li> <li>3. 20% of the AC units were replaced by Prop. 39 funding.</li> <li>4. Not implemented.</li> <li>5. Not implemented.</li> <li>6. Not implemented.</li> </ol>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
#1 Replace old fences to enhance campus security	LCFF S/C Capital Outlay \$15,000	Replace fences to improve campus security	Land Improvements \$13,865.00 LCFF (S/C)

<b>Scope of service:</b>	District Wide 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 Add/improve lighting to the basketball court for safety and security.		LCFF S/C Capital Outlay \$10,000	Not completed		Not completed.
<b>Scope of service:</b>	District Wide 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		

#3 Replace six (6) old AC units.		LCFF S/C Capital Outlay \$40,000	Replace old AC for classroom #5, 6, 21, 23, 24,25 and 31 replacement AC for board room and cafeteria	Capital Outlay \$114,000 California Clean Energy Jobs Act ( Prop 39)
<b>Scope of service:</b>	District Wide 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	
#4 Expand Library		LCFF S/C Books and Supplies \$10,000	Purchase materials and equipment for library	Books and Supplies \$11,395 LCFF S/C
<b>Scope of service:</b>	District Wide Grades: All		Scope of service: District wide 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>
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#5 Re-roof 20\$ of classrooms		LCFF S/C Capital Outlay \$30,000	Not done		None
<b>Scope of service:</b>	District Wide 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		
<b>What changes in actions, services, and expenditures</b>	Due to preliminary estimated costs, Planned Actions 4-6 were not implemented . New fences were installed to provide a more secure entrance to the school. 20% of A/C units were replaced by Prop 39. An additional 25% of the existing A/C units are scheduled to be replaced in school year 2016/17. The goal of 25% of classroom roofs will remain for the school year 2016/17. This goal has been combined into goal #4 in 16-17 school year,.				

### 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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	1198250
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Woodville is a single-school district with 97% low income (per Free & Reduced Priced Meal counts) and 85% English Learners. Woodville has examined the academic needs of these students and has detailed actions and expenditures in Section 2 to address those needs in a district wide program effectively and efficiently. Given the large number and percentage of low income learners, all district goals are designed to close the achievement gap and principally directed to meet the needs of these "unduplicated count" students. Programs to be implemented include increased instructional time, enhanced teacher professional development and technology training, greatly expand technology for students and teachers, safe and secure facilities to assure that all students engage in an environment for learning designed to accommodate student needs and enhance knowledge and skills. By implementing these added programs to close the achievement for our "unduplicated" students, ALL students will benefit from the exemplary practices and strategies which will be implemented. Every student is provided a high quality learning program based upon his/her individual learning needs and builds upon every student's individual strengths and talents. By implementing these services district wide, we are better able to provide high quality services and programs needed to accelerate learning by the students who generated the supplemental and concentration funds as described in this plan.

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.

37.87	%
<p>Using the calculator tool provided by the state, Woodville Union School District has calculated that in 2016-17 it will receive \$1,198,250 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Using the same calculation tool the proportionality percentage has been calculated at 37.87%. Woodville Union School District demonstrates that it meets its minimum proportionality requirement by expending the total 2016-17 supplemental and concentration grant funding for qualifying purposes. The total amount identified in the budget total \$1,220,476. For example, the added Academic Recovery Teaching Team is providing increased and improved services to the ELL students in intensive English Development curriculum. The ELD aide is working close with the EL students to access, monitor and manage the increased services to these students.</p>	

**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).