

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Woodlake Unified

## Contact Name and Title

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Assistant Superintendent

## Email and Phone

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Woodlake Unified serves the communities of Woodlake, Three Rivers, Seville and the surrounding areas. These communities have a rich history and a fantastic community spirit. The students represent multiple ethnicities including Hispanic, 91%, White, 7% and less than 1% African American, American Indian, Asian, and Multiple. English Learners make up 30% of the student population. Students who started school as English Learners make up 55% of the student population.

The students are served by four comprehensive schools one continuation school and a community day school. F.J. White Learning Center serves our students in grades TK-2. Castle Rock Elementary School serves our students in grades 3-5. Woodlake Valley Middle School serves our students in grades 6-8. Woodlake High School serves students in grades 9-12 where the students from Three Rivers and Seville join the district. Bravo Lake also serves students in grades 10-12 who need an alternative setting. Finally, Woodlake Community Day School serves students in grade 7-12. These grade configurations allow for the students to travel together as cohorts.

The district's overarching goal is to make a generational change in the communities it serves in order to reduce poverty and social struggles through education and inspiration. The goals, actions and services found in this document are key components of this plan.

### LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2018-19 LCAP strives to provide our students with a broad course of study including the Arts, Science, Technology, Engineering and Math (STEM), and Career Technical Education. The LCAP continues the work with the Tulare County Office of Education to provide coaching and support to our teachers as they plan and implement curriculum through quality lessons. Teacher recruitment and retention is enhanced this year with the restructuring of the Certificated Salary Schedule beginning in 2018-2019. Another addition this year is a school psychologist to work with our TK-5 students who need assistance developing socially, behaviorally and academically. Improving our facilities continues to be a key element of the plan. The plan continues to support our English learners through extended learning opportunities and increasing the skill level of our staff in meeting their needs. Finally, the district continues to engage with families through Saturday and evening events and through outreach by the Home to School Liaison and Social Workers.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The greatest areas of progress include the graduation rate which improved to 97%. The graduation rate increased for all of our student groups with our English learner graduation rate reaching 97%. This earned a blue progress indicator on the Dashboard which is the highest rating. English Learner progress is also a strength with 79.8% of our students making the required progress earning a green performance indicator. Other areas of progress include increasing equity and access for students by providing more intervention activities, providing internet access for students at home so they can continue to work on projects after school and increasing offerings at the high school level to enable students to meet the A-G requirements. The district provides additional supports and training around standards based learning, mathematics training through Brandman University, and English Language Arts and English Language development instruction aligned with balanced literacy. Social and emotional supports continue to be a strength of the district with 2 social workers and a Prevention Education Coordinator.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

The area of greatest need in our data is student achievement in math. Scores for grades 3-8 Achievement on the state assessment as illustrated on the Dashboard are 69 points below level 3 and

grade 11 are 116 points below level 3. The district has invested in professional learning for staff including consultants from the Tulare County Office of Education for all math staff TK-12. Additionally, English Language Arts results for students in grades 3-8 indicate that we need additional work in this area with the Dashboard results indicating that we are 51 points below a level 3 and all student groups having orange or red progress indicators in this critical area. Dashboard results for Suspension rate also indicate that there is work to be done with all indicators except one in the orange or red performance indicator level. The district needs to work to support Students With Disabilities, provide additional reading supports in middle school and support principals as they effectively support teachers implementation of the robust professional learning provided to staff.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

There are no areas where a student group is two or more levels below the level of all students. However, we are addressing issues with Suspension rates for English Learners, Students With Disabilities and white students by strengthening our Positive Behavior Interventions and Support (PBIS) model and hiring a school psychologist to take a skills based approach to behavior improvement.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

The demographics of Woodlake Unified School District show that 89% of our students are low income and 30% of our students are English learners. When you combine students who are in either of these groups, 90% of our students qualify as unduplicated students. With this in mind, the district’s most significant increased or improved services are:

Professional learning to support teachers as they work to improve their skills in curriculum design and lesson implementation.

Social support through District Social Workers, Home to School Liaison and the Coordinator of Prevention Education and District School Psychologist to help students navigate the difficulties often associated with poverty and cultural integration.

Extended learning opportunities to help our English learner students keep gaining language and academic skills over the summer months.

The restructured salary schedule will assist the district in recruiting and retaining fully credentialed teachers and provide stability in the teaching staff.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP  
Year

\$28,676,245

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$7,333,304
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The cost of teachers, maintenance staff, administration, special education staff, nursing staff, clerical staff and administrative staff all are funded out of the base. Core materials, operational supplies, transportation and the base co-curricular/extracurricular program and utilities are all funded out of the base. Some of the intervention and paraprofessional personnel as well as many supplemental materials and professional learning expenses are funded out of Federal funds. The district also receives grant funding to provide after school programs for students at all comprehensive school sites.

**DESCRIPTION****AMOUNT**

Total Projected LCFF Revenues for LCAP Year	\$23,567,843
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# Annual Update

**LCAP Year Reviewed:** 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Woodlake Unified School District will prepare students to demonstrate academic proficiency necessary to be successful in college and career.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 4, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

It was expected that 59% of K-5 students would score proficient on the Developmental Reading Assessment.

It was expected that Data Dashboard Results for English Language Arts 3-8 would be no lower than 41 points below level 3.

**Actual**

This year 51% of K-5 students were proficient on the Developmental Reading Assessment.

The fall dashboard indicates that English Language Arts in grades 3-8 was 51 points below level 3.

## Expected

It was expected that Data Dashboard Results for math 3-8 would be no lower than 44 points below level 3.

It was expected that Data Dashboard results for English Language Arts grade 11 would be at least 10 points above level 3.

It was expected that Data Dashboard Results for math in grade 11 would be no lower than 72 points below level 3.

It was expected that Data Dashboard results for English Learners in English Language Arts grades 3-8 would be no more than 43 points below level 3.

It was expected that Data Dashboard results for English Learners in math grades 3-8 would be no more than 55 points below level 3.

It was expected that the Woodlake High School A-G course (required course sequence for the University of California System) completion rate would be 42%.

It was expected that the Woodlake High School's Advanced Placement (AP) passing rate would be 62%.

## Actual

The fall dashboard indicates that math results in grades 3-8 are 69.1 points below level 3.

The Fall Data Dashboard indicates that the results for English Language Arts in grade 11 are 13.9 points above level 3.

The Fall Data Dashboard indicates that the results for Mathematics in grade 11 were 116 points below level 3.

The fall Data Dashboard results for English Learners in English Language Arts grades 3-8 are 70 points below level 3.

The Fall Dashboard results for English Learners are 82 points below level 3.

The Woodlake High School A-G (required course sequence for the University of California System) completion rate was 43%.

The Woodlake High School AP passing rate was 64%.

## Expected

It was expected that the number of Woodlake High School students completing a Career Pathway would be 85.

It was expected that the percentage of Woodlake High School students ready for college English as measured by the Early Assessment Program would be 45%. (16-17 results)

It was expected that Woodlake High School's percent of students who are exempt from taking the California State University System placement test in English (2016-17) would be 55%

It was expected that the percentage of Woodlake High School students ready for college math as measured by the Early Assessment Program (2016-2017) would be 15%.

It was expected that the local formative assessment results in Math K-2 (percentage met standard) would be 76%.

It was expected that the fully credentialed and appropriately assigned teacher percentage would be 85%.

## Actual

The number of students who completed a Career Pathway was 63.

The percentage of Woodlake High School students ready for college English as measured by the Early Assessment Program was 55%.

The California State University System has discontinued the placement test program.

The percentage of Woodlake High School students ready for college math as measured by the Early Assessment Program was 4%.

Local formative assessment results for math show that 73% of students met or exceeded the standard.

The current data reveal that the percent of fully credentialed teachers fell to 82%. The teacher shortage in California continues to put pressure on districts to compete for fully credentialed teachers.

# Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

### Planned Actions/Services

Provide additional time for instructors to collaborate and attend professional learning

- Additional professional learning
- Collaborative time for teachers
- Release time for teachers to observe each other teach

### Actual Actions/Services

Instructional rounds were conducted 6 times at each site this year. Staff is provided collaborative time on Wednesday mornings 33 times throughout the year and 9 of these days were paid out of Supplemental and Concentration grant funds. Several teachers attended technology training after school at the Tulare County Office of Education.

Staff was provided training in a range of areas including implementation of the new Social Science framework, cooperative learning strategies, Next Generation Science standards, project based learning and other topics. Rigorous curriculum design

### Budgeted Expenditures

Amount \$135,985  
 Source  
 \$135,985 LCFF/S&C  
 Budget Reference  
 \$133,485 Salaries & Benefits  
 \$ 2,500 Materials & Supplies

### Estimated Actual Expenditures

Amount \$135,048  
 Source  
 \$135,048 LCFF/S&C  
 Budget Reference  
 \$133,485 Salaries & Benefits  
 \$ 1,563 Materials & Supplies



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

occurred during the school year with the help of consultants from the Tulare County Office of Education as well as during summer, winter and spring break. During these sessions groups of teachers met and planned units of study that they implemented this year. Most of the work was in the area of English Language Arts and included embedding the English Language Development standards into the units of study.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Due to an ongoing shortage of teachers, and our isolated rural location, the district increased the years of service accepted and increased the stipend for Masters degrees in order to attract and retain quality teachers. This need is evident in our data that states that we currently have 18% of our teaching staff that are not fully credentialed. While this affects all students, our unduplicated students are affected more due to the additional educational challenges that they bring with them.

- Accept 10 years of service credit (previously 7)
- Substitute pay is currently \$125 per day (previously \$100)
- Master’s Degree stipend is currently \$1000 (previously \$500).

In order to recruit and maintain fully credentialed teachers, Woodlake Unified currently accepts 10 years of service credit for experienced teachers. The Masters Stipend is currently \$1000. Substitute pay is currently \$125 per day.

Amount \$152,978  
 Source  
 \$ 55,000 LCFF/Base  
 \$ 97,978 LCFF/S&C  
 Budget Reference  
 Salary & Benefits

Amount \$171,692  
 Source  
 \$ 57,332 LCFF/Base  
 \$ 114,360 LCFF/S&C  
 Budget Reference  
 Salary & Benefits

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide instructional support staff and programs to improve instruction.

- Teacher Induction Program (TIP's) Mentors
- 1 Academic Coach
- English Language Arts Consultants
- Math Consultants
- Science Consultants
- Social Science Consultants

Woodlake Unified School District utilized the Tulare County Office of Education to provide planning and coaching assistance for our staff. This year we were able to have consultants work with our teachers for 140 days. This helped with unit and lesson planning, instructional pacing, assessment planning and improvement in the instructional approaches and strategies that our teachers employ. This work was supported and extended by the Academic Coach that served our teachers in grades TK-5.

Amount \$305,646  
 Source  
 \$305,646 LCFF/S&C  
 Budget Reference  
 \$108,594 Salaries & Benefits  
 \$ 2,052 Travel & Conferences  
 \$195,000 Professional Services

Amount \$288,410  
 Source  
 \$288,410 LCFF/S&C  
 Budget Reference  
 \$113,198 Salaries & Benefits  
 \$ 212 Travel & Conferences  
 \$175,000 Professional Services

## Action 4

### Planned Actions/Services

Provide Response to Intervention personnel and resources.

- Early intervention in academics (K-5)
- Early Intervention in academics (6-12)
- Intervention materials and applications

### Actual Actions/Services

Intervention staff continued at F.J. White (1 Full Time Equivalent or FTE, Castle Rock Elementary (1.5 FTE), Woodlake Valley Middle School (.5 FTE) and Woodlake High School (.8 FTE). Sites also invested in materials and technology

### Budgeted Expenditures

Amount \$927,714  
 Source  
 \$927,714 LCFF/S&C  
 Budget Reference  
 \$815,714 Salaries & Benefits  
 \$ 47,000 Materials & Supplies  
 \$ 65,000 Professional Services

### Estimated Actual Expenditures

Amount \$914,365  
 Source  
 \$914,365 LCFF/S&C  
 Budget Reference  
 \$832,030 Salaries & Benefits  
 \$ 40,653 Materials & Supplies  
 \$ 41,692 Professional Services

**Planned Actions/Services**

- After school tutoring
- Positive behavior programs
- Zero period credit recovery
- Learning Directors K-8
- Online Intervention Services provided by Presence Learning
- Illuminate Data and Assessment
- Woodlake High after school intervention
- Accellus online courses
- Renaissance Learning
- DRA assessments

**Actual Actions/Services**

delivered programs to support students in intervention.

Renaissance Learning and the DRA (Developmental Reading Assessment) provide ongoing monitoring of our students' progress in grades 6-8 and K-5 respectively.

Learning Director positions were maintained.

Zero period credit recovery continued at Woodlake High School.

The district was unable to reach agreement with Presence Learning to provide intervention services to students who were not on formal Individualize Learning Plans (IEP's) so we purchased FastForward. This is an research based program designed to meet the needs of students who have difficulty with auditory processing. This was implemented in grades TK-5.

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Accellus continues to provide our students in grades 9-12 with both credit recovery and expanded course offerings. It is an option for students at Woodlake Valley Middle School who are on independent study as well.

Additional yard duty aides continued to be utilized at F.J. White and Castle Rock.

Woodlake Valley Middle School and Castle Rock Elementary continue to implement and improve their Positive Behavior Intervention and Support (PBIS) programs, and the program was launched at F.J. White learning Center as well.

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide additional personnel and programs to improve school readiness, student achievement and middle school transition.

- 6th grade additional teacher
- 0 to 5 (ages) Coordinator
- 0 to 5 materials and supplies

Woodlake Valley Middle School continues to have an additional 6th grade teacher that allows 6th grade students have smaller classes and closer relationships with their teachers.

The district maintained funding for a 0 to 5 Coordinator to coordinate activities of the preschools and child care facilities in the district.

Amount \$106,904  
 Source  
 \$ 5,000 LCFF/Base  
 \$101,904 LCFF/S&C  
 Budget Reference  
 \$101,904 Salaries & Benefits LCFF/S&C  
 \$ 5,000 Materials & Supplies LCFF/Base

Amount \$106,904  
 Source  
 \$ 5,000 LCFF/Base  
 \$101,904 LCFF/S&C  
 Budget Reference  
 \$101,904 Salaries & Benefits LCFF/S&C  
 \$ 5,000 Materials & Supplies LCFF/Base

## Action 6

### Planned Actions/Services

Provide personnel and program expenditures to expand the course of study, career technical education and extracurricular opportunities K-12.

- STEM electives
- STEM materials, curriculum and training
- MESA stipend and materials
- Band and Choir travel (additional)
- Band teacher 3-8

### Actual Actions/Services

STEM resources were purchased at Woodlake Valley Middle School and Woodlake High School. Woodlake Valley Middle School and Woodlake High School continued STEM courses. Staff from Woodlake Valley Middle and Woodlake High schools received training over the summer and support during the school year through Innoved, a STEM consulting firm.

### Budgeted Expenditures

Amount \$757,459  
 Source  
 \$757,459 LCFF/S&C  
 Budget Reference  
 \$547,212 Salaries & Benefits  
 \$ 57,700 Materials & Supplies  
 \$100,000 Non-capitalized Equipment  
 \$ 15,000 Travel & Conferences  
 \$ 37,547 Bus Transportation

### Estimated Actual Expenditures

Amount \$824,921  
 Source  
 \$824,921 LCFF/S&C  
 Budget Reference  
 \$657,662 Salaries & Benefits  
 \$ 79,485 Materials & Supplies  
 \$42,382 Non-capitalized Equipment  
 \$ 6,254 Travel & Conferences  
 \$ 39,138 Bus Transportation

**Planned Actions/Services**

- Art/Enrichment teacher K-5
- Band uniforms and equipment
- Choir uniforms and equipment
- Drama sets and costumes
- Choir accompanist
- Maintain expanded A-G courses
- Maintain expanded electives
- Late bus for sports and extra-curricular activities
- PE zero period Woodlake Valley Middle School
- K-12 Athletic Director (full time)
- Intramural sports

**Actual Actions/Services**

Woodlake Valley Middle School continued to participate in MESA through Fresno State.

Music continued at Castle Rock and Woodlake Valley Middle school.

The Art program was implemented with the addition of STEAM activities.

Woodlake High maintained Basic Guitar, Mariachi Los Tigeres, Yearbook, and STEM all of which are A-G courses. In addition, 2 periods of Accellus, which allows students to take online courses through independent study, is offered. Video production was offered at both the middle and high schools.

The late bus continues to provide transportation to students who live in Three

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Rivers and Stone Corral so students who live in these communities have an opportunity to participate in extracurricular and co-curricular activities.

The full time Athletic Director provided services to our students and facilitated the expansion of Wrestling in grades K-5 to 13 athletes, and Track and Field in grades 3-5 with 50 Athletes. Students in both programs had great success, increased their active minutes, and tasted teamwork and competition.

Intramural sports continued at Woodlake Valley Middle School.



**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year we continued to utilize the services of the Tulare County Office of Education along with ample time for teacher collaboration both during the school year and during summer for K-8 English Language Arts units of study development as the primary professional development method for the district. This year the district added an Academic Coach for grades TK-5 to work with the teaching staff to improve teaching and learning.

Intervention personnel continue to work with our struggling students during the day and in some cases after school to provide all of our students with the best opportunity to succeed in school and beyond.

This goal also addresses the needs of our students entering school and transitioning to middle school by providing outreach into the community to provide a school experience prior to Kindergarten as well as smaller, cored classes in 6th grade.

Further program enhancements are offered to students through additional curricular and extra/co-curricular programs including music in grades 3-8, STEM electives at the middle and high schools, additional electives, many of them A-G approved at Woodlake High School, a full time Athletic Director to lead the athletic program from grades K-12 who continues to expand offerings and improve programs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Training for teachers and collaborative time have resulted in improvements in teaching and learning. Strategies to support English Learners have been woven into the regular curriculum. Writing Units of Study training has impacted students in grades TK-8. Mathematics training is assisting teachers to impact their students understanding of mathematical concepts. Results of state testing in 2016-2017 indicated that there is still much work to be done in these areas. The work to provide a wide selection of electives and additional A-G courses is showing dividends. The A-G completion rate as well as the AP passing rate are positive. The steps that we have taken to increase the number of fully credentialed teachers has not helped, we need to do

more in this area to improve our ability to recruit fully credentialed teachers due to the teacher shortage. It is evident that the number of teachers that are not fully credentialed has an impact on student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 4, the district was not able to reach an agreement on providing Speech Intervention services for students who do not have an Individualize Learning Plan (IEP). Some of these funds were spent on a an online program called FastForward that is designed to help students who have difficulty with auditory processing to improve their processing skills leaving a difference of \$25,000 in Professional Services for this goal.

In Action 3, we were unable to secure services for Social Studies consultant time from the Tulare County Superintendent of Schools office leading to a cost savings of \$20,000 in professional services.

In Action 6, the Non Capitalized Equipment line expenditures were \$60,000 less than expected. This is due to the cost of Band Uniforms coming in much lower than expected and Drama sets being able to be recycled. Materials and Supplies increased by \$22,000 making up part of the difference. Salaries and Benefits for this action were more expensive than we anticipated due to a changes in personnel and their placement on the salary schedule and increased cost of Salary and Benefits for each staff member.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district will add a metric to determine the impact that the Athletic Director is having on participation. Even with the current actions centered on teacher recruitment and retention, our percentage of teachers who are fully credentialed decreased. This can be found in Goal 1 Metrics/Indicators. In order to better compete for teachers in a very tough market, the district has negotiated a restructure of the salary schedule to assist in the recruitment and retention of fully credentialed teachers. This can be found in Goal 1 Action 2. We are not going to use Presence Learning for intervention services. Due to smaller class size in next year's 6th grade class, we will not continue the class size reduction position in 6th grade. In order to address the need to reduce suspensions, the district will add a School Psychologist to work with students in grades TK-5 to help students develop the adaptive skills necessary to be successful in the classroom. The district makes budget adjustments as needed throughout the plan based on the actual cost of goods and services.

# Goal 2

Woodlake Unified School District will fully implement the State Standards including the English Language Development (ELD) as well as the California Model School Library standards and provide a broad course of study in a positive and productive learning environment led by highly trained and highly effective teachers utilizing up to date materials in outstanding facilities.

**State and/or Local Priorities addressed by this goal:**

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

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Facility Inspection Tools will be "Good" at all sites

Formal teacher evaluation forms provide evidence of State Standards of English Language Arts and Math implementation 98% of the time.

Formal teacher evaluation forms provide evidence of the Literacy Standards for History Social Science, Science and the Technical Subjects Implementation 50% of the time.

**Actual**

The Facilities Inspection Tool at each site was in the "Good" range.

Formal teacher evaluation forms provide evidence of State Standards of English Language Arts and Math implementation 99% of the time.

Formal teacher evaluation forms provide evidence of the Literacy Standards for History Social Science, Science and the Technical Subjects Implementation 68% of the time.

**Expected**

Formal teacher evaluation forms provide evidence of English Language Development Standards implementation 85% of the time.

Fully credentialed and appropriately assigned teacher percentage will reach 85%

State/District adopted materials will be available 100% of the time.

Student to device ratio will reach 1 to 1.

Master schedules will meet education code requirements.

Percent of students on Individualized Education Plans taking a Career Technical Pathway will reach 24%.

Percent of Students on Individualized Education Plans taking A-G core courses will reach 58%.

Unduplicated students enrolled in a A-G courses will reach 98%.

**Actual**

Formal teacher evaluation forms provide evidence of English Language Development Standards implementation 81% of the time.

Fully credentialed and appropriately assigned teacher percentage decreased to 82%

State/District adopted materials were available 100% of the time.

The available device ratio is 1 to 1 however, in grades TK-K the district provides devices for stations instead of providing devices for individual students.

Master schedules meet education code requirements.

Percent of students on Individualized Education Plans taking a Career Technical Pathway reached 44%.

Percent of Students on Individualized Education Plans taking A-G core courses reached 78%

Unduplicated students enrolled in a A-G courses reached 99%.

**Expected**

Unduplicated students enrolled in a Career Technical Pathway will reach 33%

**Actual**

Unduplicated students enrolled in a Career Technical Pathway reached 49%.

## **Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### **Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide educational support personnel and resources for instruction.

- Educational Technician at each site
- Support for network
- Infrastructure replacement and upgrades
- Director of Technology
- Educational Technician for home internet system

Education Technology positions at each site were maintained.

Support services through Advanced Microsystems helped us manage our infrastructure and facilitate high speed internet access for students at home.

An additional technician was added to support internet access for students in their homes.

The district firewall was replaced this year after 10 years of service. The new device has capability that far surpasses the retired equipment.

The Director of Technology position continues to make a positive impact in the district and the transition to providing high speed internet at students homes.

Amount \$549,395

Source \$549,395 LCFF/S&C

Budget Reference \$479,395

Salaries & Benefits

\$ 20,000 Professional Services

\$ 50,000 Capital Equipment

Amount \$607,062

Source \$607,062 LCFF/S&C

Budget Reference \$536,217

Salaries & Benefits

\$ 22,845 Professional Services

\$ 48,000 Capital Equipment

## Action 2

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Provide devices and programs to support the implementation of the California Standards

- Devices for students/classrooms
- Classroom presentation equipment
- Educational application licenses
- Microsoft Office contract
- Devices for home internet equipment replacement
- Online programs and professional learning for home internet

**Actual Actions/Services**

The district maintained 200 Android tablets, updated 1300 Chromebooks and purchased a one year Microsoft Office subscription.

Gigabit Ethernet both between schools and to the Tulare County Office of Education was maintained.

13 Promethean Boards were installed at Woodlake Valley Middle School, F.J. White and Castle Rock to provide up to date presentation equipment that is interactive, bright and durable.

Sites implemented programs such as Pebble Go, Storia, Core Clicks, Brain Pop, AR 360, Listenwise, Nearpod, Front Row Math, Lexia, Reading Plus, FastForward, Kuta, Minecraft, Moby Max, and Adobe Premiere.

The district also contracted with the Tulare County

**Budgeted Expenditures**

Amount \$237,926  
 Source \$237,926 LCFF/S&C  
 Budget Reference \$ 25,000 Salaries & Benefits  
 \$ 36,000 Materials & Supplies  
 \$ 176,926 Non Capitalized Equipment

**Estimated Actual Expenditures**

Amount \$140,242  
 Source \$140,242 LCFF/S&C  
 Budget Reference \$ 0 Salaries & Benefits  
 \$ 10,910 Professional Services  
 \$ 19,828 Materials & Supplies  
 \$109,506 Non Capitalized Equipment

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Superintendent of Schools Office to provide coaching in the area of technology integration.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide State/District adopted and supplemental materials to assist students in mastering the California State Standards, including the Model School Library Standards, and preparing them for college and career.

- Purchase library resources
- Purchase high interest literature and expository texts
- Provide training and materials for Pre AP and AP courses

Additional library materials were added at each site.

High interest literature and expository texts were added at each site.

Supplementary equipment, materials and supplies were purchased for Advanced Placement (AP) classes and teachers attended either summer or mid year AP training.

Amount \$110,000  
Source \$110,000 LCFF/S&C  
Budget Reference \$110,000  
Materials & Supplies

Amount \$86,470  
Source \$86,470 LCFF/S&C  
Budget Reference \$86,470  
Materials & Supplies

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide personnel, maintenance and facility improvement projects

ACTUAL  
• Night Maintenance Supervisor

Amount \$1,181,535  
Source \$ 344,234 LCFF/Base

Amount \$ 873,219  
Source \$ 344,234 LCFF/Base



**Planned Actions/Services**

to enhance the learning environment.

- Night Maintenance Supervisor
- Furniture upgrades for classrooms
- Update educational facilities
- QZAB payment (F.J. White classrooms and Performing Arts Building upgrades)
- Update athletic fields/equipment
- Contribution to Deferred Maintenance fund (increased amount)
- Safety materials and supplies
- Castle Rock athletic field lighting

**Actual Actions/Services**

The district continues to improve our facilities.

The following projects were completed with QZAB (Qualified Zone Academy Bond) funding. A portion of this bond is repaid out of the Supplemental and Concentration grant.

- F.J. White Learning Center replaced 12 out of date portable classrooms with 8 permanent modular classrooms.
- At Woodlake High School:
- The visitor's bleachers at Robinson/Painter Stadium were replaced.
- The tennis courts were refurbished including new lights and 2 courts were added.
- The Woodlake High School Performing Arts Building was refurbished with new seating, curtains, sound and lighting.

Projects include:

- New chairs and desks for all classrooms at FJ White and

**Budgeted Expenditures**

\$ 837,301 LCFF/S&C  
 Budget Reference \$ 90,509  
 Salaries & Benefits LCFF/Base  
 \$ 40,000 Materials & Supplies  
 LCFF/S&C  
 \$100,000 Non Capitalized  
 Equipment LCFF/S&C  
 \$230,000 Land Improvements  
 LCFF/S&C  
 \$253,239 Building Improvements  
 LCFF/S&C  
 \$ 93,725 Debt Service  
 LCFF/Base  
 \$174,062 Debt Service  
 LCFF/S&C  
 \$160,000 Interfund Transfer Out  
 LCFF/Base  
 \$ 40,000 Interfund Transfer Out  
 LCFF/S&C

**Estimated Actual Expenditures**

\$ 528,985 LCFF/S&C  
 Budget Reference \$ 90,509  
 Salaries & Benefits LCFF/Base  
 \$ 31,270 Materials & Supplies  
 LCFF/S&C  
 \$ 55,267 Non Capitalized  
 Equipment LCFF/S&C  
 \$136,259 Land Improvements  
 LCFF/S&C  
 \$ 92,127 Building Improvements  
 LCFF/S&C  
 \$ 93,725 Debt Service  
 LCFF/Base  
 \$174,062 Debt Service  
 LCFF/S&C  
 \$160,000 Interfund Transfer Out  
 LCFF/Base  
 \$ 40,000 Interfund Transfer Out  
 LCFF/S&C

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Woodlake High School to be installed in the fall of 2018.

- Blinds are scheduled to be installed in the Cafeteria at Castle Rock summer of 2018.
- New audio visual systems are being installed in the cafeteria at Castle Rock Elementary and F.J. White Learning Center during the summer of 2018.
- New playground equipment was installed at Castle Rock Elementary.
- Athletic upgrades include an LED-Interactive scorer's table, a ball machine for tennis, team seating for Basketball, Volleyball and Wrestling, custom canopies for Cross Country, Soccer, Golf and Track, and new backboard padding for Basketball.
- Athletic field lighting was installed at Castle Rock Elementary.

These projects enhance the school climate including a sense of school connectedness, positive learning environment as

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

well as encouraging school pride and student ownership.

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 2 was implemented with changes including the postponement of the modernization of restrooms at Woodlake Valley Middle School due to delays in getting plans approved from the Division of State Architect (DSA). Students have been enjoying the new playground structure at Castle Rock Elementary and we are looking forward to the installation of new audiovisual systems at both elementary schools in June. The addition of the LED Interactive Scorers table and the other athletic upgrades have already had a positive impact on our athletes. The only data element that shows a need is the number of fully credentialed teachers. The statewide teacher shortage is impacting our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district successfully implemented 1 to 1 access to Chromebooks in grades 1-12 this year and now provides internet access to students in grades 3-12 at home which helps level the playing field for unduplicated students. The district metrics show that our students with disabilities and unduplicated students are participating in both A-G coursework and Career Technical Pathways at rates above targets set. In addition, the data shows that students are being provided instruction that is based on the state standards. The data shows that implementation of the English Language Development Standards fell short of the target. One other area where we fell short of the target is fully credentialed teachers where we fell to 82%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 1, Salary and Benefits were underestimated by \$56,882. The staffing level is the same as we projected.

In Action 2, Non Capitalized Equipment had a savings of \$67,000 based on the need for technology and Chromebooks that we were able to purchase at the end of the year last year.

In Action 4, the Building Improvement funds had a savings of \$161,000 because the plans for the Woodlake Valley Middle School restroom modernization were not approved by the Division of State Architect in time to get construction finished before June 30, 2018. This project will be completed next year. This did allow the district to refresh the audio visual systems in the cafeteria at both F.J. White and Castle Rock Elementary (in June) and install blinds in the cafeteria at Castle Rock Elementary. Furniture needs were not as great as expected leading to a savings of \$44,000 in Non-Capitalized Equipment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The major change to the LCAP based on this data is the implementation of a restructured Certificated Salary Schedule which makes the district much more competitive both in the first year of employment and after teachers earn tenure in year 3. This change is located in Goal 1 action 2. Budget adjustments have been made throughout the plan.

# Goal 3

Woodlake Unified School District will increase the number of English Learner (EL) students who are re-designated as fluent in English within 4 years of enrolling in Woodlake schools.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 4, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

English Language Proficiency Assessment  
• Percent moving one level or reaching proficiency will reach 77%.

Reclassification Rate will reach 17%

Students reclassified within 4 years of enrolling in Woodlake Schools will reach 23%.

### Actual

This data point is frozen for 2 years due the transition from CELDT (California English Language Development Test) to the ELPAC (English Language Proficiency Assessments for California).

The Reclassification Rate was 12.5%

Students reclassified within 4 years of enrolling in Woodlake Schools reached 30%.

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

#### Planned Actions/Services

Provide professional learning in implementation of ELD standards across content areas.

- ELD consultants
- K-12 training in ELD standards implementation and instructional strategies

#### Actual Actions/Services

The district contracted with The Tulare County Superintendent for 40 days of English Language Development (ELD) consultant services to provide side by side coaching and curriculum development. These consultants worked with staff to implement the English Language Development Standards across all subject areas including electives. As a result, English Language Development standards are integrated into the units of study in English Language Arts in grades K-8.

#### Budgeted Expenditures

Amount \$45,000  
Source  
\$45,000 LCFF/S&C  
Budget Reference  
\$ 5,000 Travel & Conferences  
\$40,000 Professional Services

#### Estimated Actual Expenditures

Amount \$43,259  
Source  
\$45,000 LCFF/S&C  
Budget Reference  
\$ 1,563 Travel & Conferences  
\$41,696 Professional Services

### Action 2

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide supplemental programs and materials for English learners.

- Materials and applications for ELD
- Re-designation ceremonies

The middle school purchased English 3D to implement in English Language Development classes. Castle Rock purchased grade level appropriate reading sets for use with English Learners to help make the English Language Arts Standards accessible to English Learners.

Amount \$18,500  
 Source  
 \$18,500 LCFF/S&C  
 Budget Reference  
 \$18,500 Materials & Supplies

Amount \$5,712  
 Source  
 \$5,712 LCFF/S&C  
 Budget Reference  
 \$5,712 Materials & Supplies

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Provide extended learning opportunities.

- Summer enrichment K-12
- Saturday enrichment
- After school tutoring
- EL fieldtrips (grades 6-12)

Summer enrichment for grades K-7 is planned for this summer with English Learners having first priority. Summer school for grade 8 and high school is offered as traditional summer school.

Woodlake High School offered several opportunities for English Learners to participate in enrichment and tutorials both on Saturday and after school.

A field trip to Montano De Oro State Park was taken by English Learners at Woodlake High School.

Amount \$157,500

Source

\$157,500 LCFF/S&C

Budget Reference

\$ 27,500 Salaries & Benefits

\$ 10,000 Bus Transportation

\$120,000 Professional Services

Amount \$86,077

Source

\$ 86,077 LCFF/S&C

Budget Reference

\$ 47,139 Salaries & Benefits

\$ 5,473 Bus Transportation

\$ 20,957 Professional Services

\$ 12,508 Materials and Supplies

## Action 4

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Home to School Liaison to build EL family connections to school especially in the early grades.

Our Home to School Liaison provided a vital link to parents inviting them to meetings, providing translations, and building relationships to bridge the gap between home and school. One of the highlights of the year was the successful Latino Family Literacy class that she led.

Amount \$61,303  
Source  
\$61,303 LCFF/S&C  
Budget Reference  
\$59,303 Salaries & Benefits  
\$ 2,000 Materials & Supplies

Amount \$62,810  
Source  
\$62,810 LCFF/S&C  
Budget Reference  
\$62,503 Salaries & Benefits  
\$ 307 Materials & Supplies

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 3 was implemented fully this year with mixed results. While it is disappointing that our overall Redesignation rate decreased to 12%, our Redesignated within 4 years rate increased to 29%. We are looking forward to a successful Summer Enrichment program that will help more of our English Learners meet the criteria for Redesignation as Fluent English Proficient (RFEP).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The California School Dashboard indicates that 79% of our English learners made one year of growth on the California English Development Test or reached proficiency based on 2016-17 data (the data is not available for 17-18). Additionally, the English learner graduation rate showed Very High in the status indicator and increased significantly in the change indicator. The highlight of the data is the increase in English Learners being Redesignated within 4 years of entering Woodlake Schools to 29%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One material difference for goal 3 is our estimated spending for extended learning opportunities which will be reduced due to the number of days that summer enrichment was in session. Last year there were no days in July because the 20 days of instruction were completed in June due to an early end of the 2016-2017 school calendar and because school is out in the middle of June this year, there are only 10 days of Summer Enrichment in the 2017-2018 school year. The program will run 19 days again but 9 of those days will be paid out of the 2018-2019 LCAP funds.

Supplemental materials funds were not in great need this year, but we anticipate greater need next year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The only change to this goal is the Home to School Liaison will add the parents of students grade 6-12 to her focus. This can be found in Goal 3 Action 4. Budget adjustments are made throughout the plan.

# Goal 4

Woodlake Unified School District will create a positive district climate that draws students to attend as engaged learners and enables parents to partner with schools.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 4, 5, 6, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Chronic Absenteeism (District measured May 1, 2018) would be reduced to 6%

Period 2 Attendance would increase to 97%.

Expulsion rates would drop to 0.03%

### Actual

Chronic Absenteeism (district measured on May 1) was 11%.

Period 2 attendance was 96%.

The preliminary (May 1, 2018) expulsion rate was .09% which, while it did not meet our target, was significantly lower than the 2016-2017 rate of .26%.

**Expected**

Suspension rates would drop to 4.5%

Suspension rates for Students With Disabilities would drop to 15%.

Suspension rates for English Learners would drop to 5.4%.

Suspension rates for White students would decrease to 7%.

Parent meeting/committee meeting/event attendance (including Special Education and unduplicated) students would increase to 60%.

K-5 Parent Conference attendance would increase to 98%.

**Actual**

While the fall 2017 Data Dashboard shows the 2016-17 Suspension Rate as 6.5%, preliminary (17-18 as of May 1, 2018) Suspension Rates fell to 2%.

While the fall 2017 Data Dashboard shows the 2016-17 Suspension Rate for Students with Disabilities as 19.5%, preliminary (17-18 as of May 1, 2018) Suspension Rates for Students With Disabilities fell to 10%.

While the fall 2017 Data Dashboard shows the 2016-17 Suspension Rate for English Learners as 6.9%, preliminary (2017-2018 as of May 1, 2018) Suspension rates for English Learners fell to 3%.

While the fall 2017 Data Dashboard shows the 2016-17 Suspension Rate for White Students as 10%, preliminary (2017-2018 as of May 1, 2018) Suspension rates for White students fell to 2%.

Parent meeting/committee meeting/event attendance (including Special Education and unduplicated) students rose to 65%.

K-5 Parent Conference attendance was 97%.

### Expected

The Cohort Graduation rate will increase to 91% (16-17).

High School 4 Year Cohort Dropout rate would decrease to 4.0%.

The 8th Grade Dropout Rate will remain at 0.

#### Student Survey Results

- Feel like they are part of the school would increase to 81%.

#### Student Survey Results

- Feel safe at school would increase to 84%.

#### Student Survey Results

- Feel there is an adult who cares about them at school would increase to 82%.

#### Parent Survey Results

- Feel their child's school is safe would increase to 88%.

### Actual

The Cohort Graduation rate is 97% based on the Fall 2017 Data Dashboard. The 2016-17 Cohort Graduation Rate has not been published by the California Department of Education.

High School 4 Year Cohort Drop Out Rate is 4.1% based on 2015-2016 data. The 2016-17 Cohort Drop Out Rate has not been published by the California Department of Education.

The 2016-2017 8th Grade Dropout Rate is 0.

- Feel like they are part of the school fell to 58%.

- Feel safe at school fell to 66%.

- Feel there is an adult who cares about them at school rose to 91%.

- Feel their child's school is safe increased to 93%.

**Expected**

Parent Survey Results

- Feel their child’s school promotes academic success for all students would increase to 80%.

Parent Survey Results

- Feel their child’s school encourages them to be an active partner with the school to educate their child would increase to 79%.

Staff Survey Results

- Feel that their school is a safe place for students would increase to 85%.

Staff Survey Results

- Feel that their school sets high academic standards would increase to 83%.

**Actual**

- Feel their child’s school promotes academic success for all students increased to 89%.

- Feel their child’s school encourages them to be an active partner with the school to educate their child increased to 89%.

- Feel that their school is a safe place for students increased to 85%.

- Feel that their school sets high academic standards increased to 84%.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Provide support personnel and programs to increase attendance and improve school culture.

- SARB Coordinator
- Attendance Clerk at each site
- 2nd District Nurse
- Kindergarten Readiness Camp

The district maintained all of the positions listed in this action.

Additionally, the Kindergarten Readiness Camp introduced many of the incoming Kindergarten students who had not attended preschool with an opportunity to see what school was all about prior to the start of school.

Amount \$336,231

Source

\$230,382 LCFF/Base

\$105,849 LCFF/S&C

Budget Reference

\$230,382 Salaries & Benefits

LCFF/Base

\$104,849 Salaries & Benefits

LCFF/S&C

\$ 500 Materials & Supplies

LCFF/S&C

\$ 500 Travel and Conferences

LCFF/S&C

Amount \$349,802

Source

\$230,382 LCFF/Base

\$119,420 LCFF/S&C

Budget Reference

\$230,382 Salaries & Benefits

LCFF/Base

\$114,357 Salaries & Benefits

LCFF/S&C

\$ 5,000 Materials & Supplies

LCFF/S&C

\$ 63 Travel and Conferences

LCFF/S&C

## Action 2

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide personnel and support for expanded learning opportunities.

- Extended library hours (Woodlake High)
- Athletic teams
- Co-curricular programs

The Woodlake High School library continues to be opened until 6:00 p.m. to serve students

Athletics and Co-curricular programs continue to be a strong component of the district program.

Amount \$492,307  
 Source  
 \$482,500 LCFF/Base  
 \$ 9,807 LCFF/S&C  
 Budget Reference  
 \$270,264 Salaries & Benefits LCFF/Base  
 \$ 9,807 Salaries & Benefits LCFF/S&C  
 \$ 70,051 Materials & Supplies LCFF/Base  
 \$ 30,931 Rentals and Repairs LCFF/Base  
 \$ 91,464 Bus Transportation LCFF/Base  
 \$ 19,790 Professional Services LCFF/Base

Amount \$492,722  
 Source  
 \$482,500 LCFF/Base  
 \$ 10,222 LCFF/S&C  
 Budget Reference  
 \$270,264 Salaries & Benefits LCFF/Base  
 \$ 10,222 Salaries & Benefits LCFF/S&C  
 \$ 70,051 Materials & Supplies LCFF/Base  
 \$ 30,931 Rentals and Repairs LCFF/Base  
 \$ 91,464 Bus Transportation LCFF/Base  
 \$ 19,790 Professional Services LCFF/Base

### Action 3

#### Planned Actions/Services

Increase parent participation by providing education resources and opportunities to engage in the decision-making process.

- Parent App/Social Media
- Parent training on technology with students

#### Actual Actions/Services

The District has continued a Woodlake Unified SD app available on the Google Play or the App Store that provides newsfeeds, calendars and access to the Illuminate Parent Portal.

#### Budgeted Expenditures

Amount \$52,700  
 Source \$10,500 Title I  
 \$42,200 LCFF/S&C  
 Budget Reference  
 \$10,500 Materials & Supplies Title I  
 \$17,000 Salaries & Benefits

#### Estimated Actual Expenditures

Amount \$33,742  
 Source \$10,500 Title I  
 \$23,242 LCFF/S&C  
 Budget Reference  
 \$10,500 Materials & Supplies Title I  
 \$12,652 Salaries & Benefits

**Planned Actions/Services**

- English classes for parents
- Provide parents with strategies for partnering with schools
- Saturday Academy with parents and students (F.J. White and Castle Rock)
- After school or Saturday Academy (Middle School and High School)

**Actual Actions/Services**

All of the listed advisory committees are in place and active. Parents on every campus collaborated with the district to improve this plan.

The College of Sequoias continued to provide English classes for adults and this year added a class to prepare adults to take the Citizenship Exam.

Spanish interpreters are on hand at all parent meetings as well as School Board meetings.

Opportunities for parents to come to school with their students continued this year with the Saturday Academies. The response to these Saturday events with students and parents was outstanding.

Parent teacher conferences were well attended and provided a window into the progress of

**Budgeted Expenditures**

LCFF/S&C  
 \$ 1,000 Materials & Supplies  
 LCFF/S&C  
 \$15,000 Rental & Repairs  
 LCFF/S&C  
 \$ 9,200 Communications  
 LCFF/S&C

**Estimated Actual Expenditures**

LCFF/S&C  
 \$ 1,000 Materials & Supplies  
 LCFF/S&C  
 \$ 0 Rental & Repairs  
 LCFF/S&C  
 \$ 9,590 Communications  
 LCFF/S&C

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

the student.

Illuminate Parent Portal provides middle and high school parents an opportunity to monitor student grades and attendance at any time.

In addition, the Woodlake High School, Woodlake Valley Middle School had evening events and training for parents. These trainings included Bullying prevention and use and monitoring of Chromebooks. F.J. White and Castle Rock focused on literacy using the Latino Family Literacy Project.

IEP meetings were held for students with disabilities to provide parents with information about their child's progress as well as input into the educational program that their child participates in.

**Action 4**

**Planned Actions/Services**

Provide programs and resources to enhance leadership and expose students to career options.

- Student Leadership conference
- Business/professional speakers/assemblies
- Fully funded fieldtrips
- Special Education fully funded fieldtrips
- Clubs and organizations
- Academic competitions
- GATE program
- Coordinator of College and Career Readiness
- College and Career Awareness
- Career pathways stipends
- Career pathway expansion

**Actual Actions/Services**

Woodlake High school FFA students attended the National FFA Convention to expand their leadership skills with one member sitting as a National Delegate. Woodlake Valley Middle School sent students to the California Association of School Business Officials Associated Student Body leadership experience.

F.J. White students were treated to a presentation by the Reptile Guy and Ford Farms to provide hands on and real world experiences while Woodlake Valley Middle School, Woodlake High and Bravo High had professional speaker Cam Awesome present his message to students. In addition, Xavier Hernandez presented on STEM careers to the student at Woodlake High School.

Schools took full advantage of

**Budgeted Expenditures**

Amount \$305,320  
 Source \$ 25,433 LCFF/Base  
 \$279,887 LCFF/S&C  
 Budget Reference  
 \$176,887 Salaries & Benefits LCFF/S&C  
 \$ 25,433 Materials & Supplies LCFF/Base  
 \$ 9,000 Materials & Supplies LCFF/S&C  
 \$ 2,000 Travel & Conferences LCFF/S&C  
 \$ 85,000 Rentals & Repairs LCFF/S&C  
 \$ 2,000 Bus Transportation LCFF/S&C  
 \$ 5,000 Professional Services LCFF/S&C

**Estimated Actual Expenditures**

Amount \$305,320  
 Source \$ 25,433 LCFF/Base  
 \$266,516 LCFF/S&C  
 Budget Reference  
 \$180,431 Salaries & Benefits LCFF/S&C  
 \$ 25,433 Materials & Supplies LCFF/Base  
 \$ 5,377 Materials & Supplies LCFF/S&C  
 \$ 175 Travel & Conferences LCFF/S&C  
 \$ 40,550 Rentals & Repairs LCFF/S&C  
 \$ 11,479 Bus Transportation LCFF/S&C  
 \$ 28,504 Professional Services LCFF/S&C

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

fully funded field trips including trips to Imagine U, Chaffee Zoo, the Fresno Discovery Center, the Tulare County Fair, California Mission, Monterrey Bay Aquarium, Cat Haven, SCICON, the State Capital, the Ronald Reagan Museum, LA Museum of the Holocaust, Great America (Physics Day), and Camp Sugar Pine for Spanish Camp.

Unduplicated Students with exceptional needs were able to visit the McDermott Field House, Mooney's Grove, Quantum Leap, Woodlake Botanical Gardens, the Fresno Arts Museum, Hearst Castle, Dry Creek Preserves, College of Sequoias Resource Fair, Tulare county Office of Education Career and Resource Fair and the College of Sequoias Campus.

Academic competitions this year includes Poetry and Prose, Spelling Bee, Anti-Tobacco Bowl,

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Step Up Challenge. Slick Rock Film Festival, Monarch Film Festival, FFA National Convention, Academic Decathlon, and Mock Trial.

In the area of College and Career Readiness, 5th grade students researched careers and colleges that lead to them using California College Guidance Initiative (CCGI) and Google Slides and celebrated on College Signing Day with a grand celebration culminating with all of the students taking the College Pledge. Woodlake Valley Middle School utilized Naviance (an online program to help students identify careers and colleges that they are interested in) with a performance task to build career awareness and 8th grade students created digital portfolios. Some middle school students were able to take a college trip that included Cal Poly & San Luis Obispo.

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Woodlake High School Students utilized Naviance as well and participated in the district sponsored Be Future Readiness Conference held in Visalia at the Tulare County Superintendent of Schools Office. The College and Career Coordinator facilitated much of this activity.

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide a licensed clinical social worker focused on parent outreach.

- Licensed Clinical Social Worker K-5
- Licensed Clinical Social Worker for coordination of services for families

The district provided a Licensed Clinical Social Worker to meet the needs of our students in grades TK-5 with a focus on the whole child and his/her family. Additionally, 30% of the Woodlake Family Resource Center Director position is supported to provide outreach and support services to our families.

Amount \$241,307  
 Source  
 \$ 83,530 LCFF/Base  
 \$157,777 LCFF/S&C  
 Budget Reference Salaries & Benefits

Amount \$250,293  
 Source  
 \$ 83,530 LCFF/Base  
 \$166,763 LCFF/S&C 166,763  
 Budget Reference Salaries & Benefits

**Action 6**



**Planned Actions/Services**

Provide support for at risk students.

- District Social Worker
- Coordinator of Prevention Education
- Materials and supplies for the District Social Worker and Coordinator of Prevention Education
- Printer maintenance for the District Social Worker and Coordinator of Prevention Education
- Travel for the District Social Worker and Coordinator of Prevention Education
- Yard Duty Aides
- Homeless student support
- Prevention services through local law enforcement

**Actual Actions/Services**

A District Social Worker provides services mainly to the families of our students in grades 6-12.

The Coordinator of Prevention Education works with students to help them build strong positive identities and social connections. His focus is on students in late elementary through high school.

Yard duty aides help us provide safe positive unstructured play at recess which helps students develop healthy bodies and social connections as well as increase their ability to focus on learning in the classroom.

Homeless support provided transportation for a family impacted by fire so students could continue their active participation at Woodlake High School until new housing can be found in Woodlake.

**Budgeted Expenditures**

Amount \$312,654

Source

\$312,654 LCFF/S&C

Budget Reference

\$242,154 Salaries & Benefits

\$ 12,800 Materials & Supplies

\$ 2,500 Travel & Conferences

\$ 200 Rentals & Repairs

\$ 55,000 Professional Services

**Estimated Actual Expenditures**

Amount \$294,602

Source

\$294,602 LCFF/S&C

Budget Reference

\$255,172 Salaries & Benefits

255,172

\$ 11,423 Materials & Supplies

\$ 2,550 Travel & Conferences

\$ 457 Rentals & Repairs

\$ 25,000 Professional Services

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Prevention services provided through local law enforcement included assemblies at Woodlake High School and Woodlake Valley Middle School to address positive social interactions both in person and online. Frequent campus visits to build relationships with students at all sites and increased patrols in school zones before and after school.

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 4 was implemented with a few changes based on changing circumstances. The services of the College and Career Coordinator, Social Workers and Coordinator of Prevention Education are at the core of this goal. The people in these positions continue to make a difference in the lives of our students. Fully funded field trips are another critical service for this goal providing our students with a range of experiences to broaden their world view and background experiences. Communication tools and opportunities for parents to participate in the education of their child including opportunities on Saturdays and in the evenings.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Chronic absenteeism and suspension data show less than expected improvement based on current LCAP measures. This data was collected at the end of April to match the data reported last year but shows a need for additional resources in these areas. Parent participation in meetings and events exceeded expectation. Parent Teacher conference attendance did not meet its target, but still good at 97%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One of the material differences in this goal was the Prevention Services with Local Law Enforcement. The actual cost is estimated to be \$25,000 in Professional services leaving a savings of \$30,000 . Another was Parent College trips. Even after advertising, there were not enough parents signed up to take the trip creating savings in Rentals and Repairs for Action 3.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have increased the funding for College and Career Readiness for the elementary and middle school to help students start thinking about their future as motivation to do well in school. This can be found in Goal 4 action 4. The district updates budgets as necessary based on costs and services provided.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Local Control and Accountability Plan (LCAP) engagement process is ongoing. The LCAP appears regularly on the agenda for all advisory committees including School Site Councils, English Learner Advisory Committee, District Advisory Committee, District English Learner Advisory Committee and Budget Committee.

The engagement process for the annual update included meetings with the following groups:

District English Learner Advisory Committee: January 30, 2018, March 6, 2018, & April 10, 2018

District Advisory Committee: November 7, 2017, January 23, 2018, & February 27, 2018

Board of Education discussed Local Indicators at their regular meeting on November 8, 2017 and reviewed the Fall 2017 Dashboard data at their regular meeting on December 13, 2017.

School Site Council:

- Francis J. White Learning Center: October 10, 2017, November 30, 2017, February 22, 2018, and April 5, 2018
- Castle Rock Elementary School: October 19, 2017 and April 12, 2018
- Woodlake Valley Middle School: April 12, 2018
- Woodlake High School: November 13, 2017 and December 12, 2017
- Bravo Lake High School: January 18, 2018 and April 26, 2018

English Learner Advisory Committee:

- Francis J. White Learning Center: October 13, 2017 and May 25, 2018
- Castle Rock Elementary School: October 19, 2017, and April 12, 2018
- Woodlake Valley Middle School: April 12, 2018,
- Woodlake High School: March 12, 2018 and April 30, 2018

Parents:

- Woodlake High School: April 12, 2018
- Francis J. White Learning Center: April 5, 2018
- Castle Rock Elementary School: April 12, 2018
- Woodlake Valley Middle School: April 12, 2018
- Special Education Parents: March 19, 2018
- Educational Options Program Parents: March 13, 2018

Students:

- Woodlake Valley Middle School: April 6, 2018
- Woodlake Valley Middle School English Learners: April 12, 2018
- Educational Options Program: March 12, 2018
- Woodlake High School: April 11, 2018
- Woodlake High School English Learners: April 10, 2018

Certificated Staff:

- Woodlake Valley Middle School: April 5, 2018
- Castle Rock Elementary School: March 22, 2018
- Francis J. White Learning Center: March 21, 2018
- Woodlake High School and Educational Options: March 15, 2018
- Anyone who was unable to attend another meeting: April 11, 2018

Classified Staff:

- March 12, 2018

Bargaining Units:

- Woodlake Teachers Association (WUTA): April 10, 2018
- California School Employees Association (CSEA): April 16, 2018

Community:

- Invited: Kiwanis Club, Lions Club, & Rotary Club: April 9, 2018

Review and Comment:

District Advisory Committee Joint Meeting: May 29, 2018

The committee endorsed the plan at this meeting.

District English Learner Advisory Committee: June 5, 2018

The committee endorsed the plan at this meeting.

Draft review in advance of public hearing:

Board of Education: May 23, 2018

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

One thing that came up frequently in the meetings was the revolving door of teachers or the number of teachers without credentials. As a result, the district negotiated a restructure of the Certificated Salary Schedule. The new salary schedule starts much higher as the first two steps were removed in order to attract new fully credentialed teachers and moved the \$2,500 longevity payment to the third year which helps the district keep teachers who have proven themselves and earned tenure.

Another frequent request was for additional social and emotional support for students. This prompted the district to add a school psychologist that will focus on a skills based approach to social, emotional and behavioral needs of our students in grades TK-5 in order to shift to a more proactive approach.

An additional impact of these meetings was the importance of improved presentation equipment for teachers. This prompted a significant increase in funding for this action.

Providing Home to School Liaison services at all grade levels is another impact of these meetings.

Parents and staff both requested an increase to College and Career Readiness funding especially in the early grades.

Finally, the need for increased exposure to STEM (Science, Technology, Engineering, and Math) was brought up. This prompted an increase in funding for facilities improvement to turn an existing woodshop into a STEM lab with up to date equipment.

The meetings indicate that other actions and goals are reflective of the needs of students and the goals of the community for these students.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

Woodlake Unified School District will prepare students to demonstrate academic proficiency necessary to be successful in college and career.

**State and/or Local Priorities addressed by this goal:**

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**State Priorities:** 1, 4, 8

**Local Priorities:**

### Identified Need:

Dashboard data as well as 2017 LCAP metrics indicate that while our student's academic achievement is improving, we still have much room for growth. This is evident in both English Language Arts and math, but math is especially troublesome.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Developmental Reading Assessment Developmental Reading Assessment	60% on grade level (2016-17)	59% on grade level	62% on grade level	65% on grade level
Data Dashboard Results for English Language Arts 3-8	48 points below level 3 (2015-16)	41 points below level 3	35 points below level 3	30 points below level 3

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Data Dashboard Results for Math 3-8	52 points below level 3 (15-16)	44 points below level 3	36 points below level 3	30 points below level 3
Data Dashboard Results for English Language Arts Grade 11	7 points above level 3 (Spring 2017 Data Dashboard)	10 points above level 3	12 points above level 3	20 points above level 3
Data Dashboard Results for Math Grade 11	92 points below level 3 (Spring 2017 Data Dashboard)	72 points below level 3	52 points below level 3	32 points below level 3
Data Dashboard results for English Learners in English Language Arts 3-8	52 points below level 3 (Spring 2017 Data Dashboard)	43 points below level 3	36 points below level 3	30 points below level 3
Data Dashboard results for English Learners in Math 3-8	73 points below level 3 (Spring 2017 Data Dashboard)	55 points below level 3	47 points below level 3	43 points below level 3

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Woodlake High School A-G course completion rate	38 % (2016-17)	42%	46%	50%
Woodlake High School's AP passing Rate	61% (2015-16)	62%	64%	66%
Woodlake High School Career Pathway Completion	85 students (2016-17)	85 students	85 students	85 students
Percentage of Woodlake High School students ready for College English as measured by the Early Assessment Program (2015-16)	43% (2016-17)	45%	47%	50%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Percentage of Woodlake High School students ready for College Math as measured by the Early Assessment Program	10% (2016-17)	15%	20%	30%
Local formative assessments results in Math K-2 (Percentage met standard) (2015-16)	73% (2016-17)	76%	78%	80%
Fully credentialed and appropriately assigned Teacher Percentage	82% (2016-17)	85%	87%	90%

**Metrics/Indicators****Baseline****2017-18****2018-19****2019-20**

The percentage of high school students participating in athletics

During the 2017-2018 school year, 48% of our students participated in athletics. The breakdown by gender is 46% of female students and 50% of male students participated.

During the 2017-2018 school year, 48% of our students participated in athletics. The breakdown by gender is 46% of female students and 50% of male students participated.

The target participation rate is 50% for all students. The breakdown by gender will be 48% of female students and 52% of male students participating.

The target participation rate is 52% for all students. The breakdown by gender will be 51% of female students and 53% of male students participating.

The percentage of middle school students who participate in athletics

During the 2017-2018 school year, 42% of our students participated in athletics. The breakdown by gender is 41% of female students and 44% of male students participated.

During the 2017-2018 school year, 42% of our students participated in athletics. The breakdown by gender is 41% of female students and 44% of male students participated.

The target participation rate is 44% for all students. The breakdown by gender will be 43% of female students and 45% of male students participating.

The target participation rate is 45% for all students. The breakdown by gender will be 44% of female students and 46% of male students participating.

The percentage of students in grades 3-5 who participate in athletics

During the 2017-2018 school year, 11% of our students participated in athletics. The breakdown by gender is 9% of female students and 14% of male students participated.

During the 2017-2018 school year, 11% of our students participated in athletics. The breakdown by gender is 9% of female students and 14% of male students participated.

The target participation rate is 15% for all students. The breakdown by gender will be 14% of female students and 16% of male students participating.

The target participation rate is 17% for all students. The breakdown by gender will be 15% of female students and 17% of male students participating.

# Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide additional time for instructors to collaborate and attend professional learning

- Additional professional learning
- Collaborative time for teachers
- Release time for teachers to observe each other teach

Provide additional time for instructors to collaborate and attend professional learning

- Additional professional learning
- Collaborative time for teachers
- Release time for teachers to observe each other teach

Provide additional time for instructors to collaborate and attend professional learning

- Additional professional learning
- Collaborative time for teachers
- Release time for teachers to observe each other teach

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$135,985	\$138,490	\$119,519
<b>Source</b>	\$135,985 LCFF/S&C	\$138,490 LCFF S&C	\$119,519 LCFF S&C
<b>Budget Reference</b>	\$133,485 Salaries & Benefits \$ 2,500 Materials & Supplies	\$136,990 Salaries & Benefits \$ 1,500 Materials & Supplies	\$118,019 Salaries & Benefits \$ 1,500 Materials & Supplies

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

### Select from New, Modified, or Unchanged for 2017-18

Modified

### Select from New, Modified, or Unchanged for 2018-19

Modified

### Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

Due to an ongoing shortage of teachers, and our isolated rural location, the district increased the years of service accepted and increased the stipend for Masters degrees in order to attract and retain quality teachers. This need is evident in our data that states that we currently have 18% of our teaching staff that are not fully credentialed. While this affects all students, our unduplicated students are affected more due to the additional educational challenges that they bring with them.

- Accept 10 years of service credit (previously 7)
- Substitute pay is currently \$125 per day

### 2018-19 Actions/Services

Due to an ongoing shortage of teachers, and our isolated rural location, the district increased the years of service accepted and increased the stipend for Masters degrees in order to attract and retain quality teachers. This need is evident in our data that states that we currently have 18% of our teaching staff that are not fully credentialed. While this affects all students, our unduplicated students are affected more due to the additional educational challenges that they bring with them. When we recruited for the teaching positions for 2017-2018, Woodlake Unified School District ranked 9th in salary when compared to other local districts that

### 2019-20 Actions/Services

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(previously \$100)

- Master's Degree stipend is currently \$1000 (previously \$500).

we use for comparison. These districts are chosen because we compete with them for teachers. This coupled with the remote location of our district make it very difficult for our district to recruit and retain teachers. Often, teachers who work here on emergency or intern credentials leave the district once they have their full credentials to teach closer to home or for higher salaries. To add to this issue, our salary is lower compared to our comparable district in the early and middle years of teaching. In order to combat this and increase our ability to attract and retain teachers especially in their early years of teaching, we have revised our salary schedule. The district removed the first two years of the salary schedule to increase the starting salary. In addition, the salary schedule granted a longevity payment of \$2,500 in the 26th year. In order to retain teachers who have proven themselves, the district moved this to year 3 of the Salary schedule increasing the probability that teachers will stay with us after being granted tenure at the end of their second year. As a result, our salary has moved to the top of our comparable districts. Starting salaries for fully credentialed teachers moved from 9th to 3rd. The salary for the third year moved from 9th to 1st. These changes were made in

we use for comparison. These districts are chosen because we compete with them for teachers. This coupled with the remote location of our district make it very difficult for our district to recruit and retain teachers. Often, teachers who work here on emergency or intern credentials leave the district once they have their full credentials to teach closer to home or for higher salaries. To add to this issue, our salary is lower compared to our comparable district in the early and middle years of teaching. In order to combat this and increase our ability to attract and retain teachers especially in their early years of teaching, we have revised our salary schedule. The district removed the first two years of the salary schedule to increase the starting salary. In addition, the salary schedule granted a longevity payment of \$2,500 in the 26th year. In order to retain teachers who have proven themselves, the district moved this to year 3 of the Salary schedule increasing the probability that teachers will stay with us after being granted tenure at the end of their second year. As a result, our salary has moved to the top of our comparable districts. Starting salaries for fully credentialed teachers moved from 9th to 3rd. The salary for the third year moved from 9th to 1st. These changes were made in

order to stop what one high school student called the revolving door of teachers during the LCAP input meeting held at Woodlake High School. It is important to note that teachers who do not have a full credential are not impacted by these changes nor are the teachers at the top of the salary schedule. These changes will allow us to compete for the best talent available, keep those that do well and improve the stability of the teaching staff to improve the learning experience for our students. This is especially true for our unduplicated students

- Accept 10 years of service credit (previously 7)
- Substitute pay is currently \$125 per day (previously \$100)
- Master's Degree stipend is currently \$1000 (previously \$500).
- Remove step one and step two from the salary schedule
- Move the \$2,500 longevity step from year 26 to year 3 and rename it the tenure bump

order to stop what one high school student called the revolving door of teachers during the LCAP input meeting held at Woodlake High School. It is important to note that teachers who do not have a full credential are not impacted by these changes nor are the teachers at the top of the salary schedule. These changes will allow us to compete for the best talent available, keep those that do well and improve the stability of the teaching staff to improve the learning experience for our students. This is especially true for our unduplicated students

- Accept 10 years of service credit (previously 7)
- Substitute pay is currently \$125 per day (previously \$100)
- Master's Degree stipend is currently \$1000 (previously \$500).
- Remove step one and step two from the salary schedule
- Move the \$2,500 longevity step from year 26 to year 3 and rename it the tenure bump

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

<b>Amount</b>	\$152,978	\$530,481	\$598,786
<b>Source</b>	\$ 55,000 LCFF/Base \$ 97,978 LCFF/S&C	\$530,481 LCFF/S&C	\$598,786 LCFF/S&C
<b>Budget Reference</b>	Salary & Benefits	Salary & Benefits	\$598,786 Salary & Benefits

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**2017-18 Actions/Services**

Provide instructional support staff and programs to improve instruction.

- Teacher Induction Program (TIP's) Mentors
- 1 Academic Coach
- English Language Arts Consultants
- Math Consultants
- Science Consultants
- Social Science Consultants

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

Provide instructional support staff and programs to improve instruction.

- Teacher Induction Program (TIP's) Mentors and program costs
- 1 Academic Coach
- English Language Arts Consultants
- Math Consultants
- Science Consultants
- Social Science Consultants

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2019-20 Actions/Services**

Provide instructional support staff and programs to improve instruction.

- Teacher Induction Program (TIP's) Mentors and program costs
- 1 Academic Coach
- English Language Arts Consultants
- Math Consultants
- Science Consultants
- Social Science Consultants

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$305,646	\$397,969	\$445,270
<b>Source</b>	\$305,646 LCFF/S&C	\$397,969 LCFF/S&C	\$445,270 LCFF/S&C

**Budget Reference**

\$108,594 Salaries & Benefits  
 \$ 2,052 Travel & Conferences  
 \$195,000 Professional Services

\$162,214 Salaries & Benefits  
 \$235,755 Professional Services

\$293,339 Salaries & Benefits  
 \$151,931 Professional Services

**Action #4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

**2017-18 Actions/Services**

Provide Response to Intervention personnel and resources.

- Early intervention in academics (K-5)
- Early Intervention in academics (6-12)
- Intervention materials and applications
- After school tutoring
- Positive behavior programs
- Zero period credit recovery
- Learning Directors K-8
- Online Intervention Services provided by Presence Learning Speech Services
- Illuminate Data and Assessment
- Woodlake High after school intervention
- Accellus online courses
- Renaissance Learning
- DRA assessments

**2018-19 Actions/Services**

Provide Response to Intervention personnel and resources.

- Early intervention in academics (K-5)
- Early Intervention in academics (6-12)
- Intervention materials and applications
- After school tutoring
- Positive behavior programs
- Zero period credit recovery
- Learning Directors K-8
- Illuminate Data and Assessment
- Woodlake High after school intervention
- Accellus online courses
- Renaissance Learning
- DRA assessments
- School Psychologist focused on behavioral skills, social development and academics (K-5) to be shared between Castle Rock Elementary School and Francis J. White Learning Center

**2019-20 Actions/Services**

Provide Response to Intervention personnel and resources.

- Early intervention in academics (K-5)
- Early Intervention in academics (6-12)
- Intervention materials and applications
- After school tutoring
- Positive behavior programs
- Zero period credit recovery
- Learning Directors K-8
- Illuminate Data and Assessment
- Woodlake High after school intervention
- Accellus online courses
- Renaissance Learning
- DRA assessments
- School Psychologist focused on behavioral skills, social development and academics (K-5) to be shared between Castle Rock Elementary School and Francis J. White Learning Center

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$927,714	\$1,084,785	\$1,166,664

<b>Source</b>	\$927,714 LCFF/S&C	\$1,084,785 LCFF/S&C	\$1,166,664 LCFF/S&C
<b>Budget Reference</b>	\$815,714 Salaries & Benefits \$ 47,000 Materials & Supplies \$ 65,000 Professional Services	\$ 54,813 Materials & Supplies \$1,029,972 Salary & Benefits	\$ 54,813 Materials & Supplies \$1,111,851 Salary & Benefits

## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools, TK-2

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

**2017-18 Actions/Services**

Provide additional personnel and programs to improve school readiness, student achievement and middle school transition.

- 6th grade additional teacher
- 0 to 5 (ages) Coordinator
- 0 to 5 materials and supplies

**2018-19 Actions/Services**

Provide additional personnel and programs to improve school readiness, student achievement and middle school transition.

- 0 to 5 (ages) Coordinator
- 0 to 5 materials and supplies
- Implement a data analysis tool called Forecast 5

**2019-20 Actions/Services**

Provide additional personnel and programs to improve school readiness, student achievement and middle school transition.

- 0 to 5 (ages) Coordinator
- 0 to 5 materials and supplies
- Implement a data analysis tool called Forecast 5

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$106,904	\$44,527	\$47,782
<b>Source</b>	\$ 5,000 LCFF/Base \$101,904 LCFF/S&C	LCFF/Base \$ 5,000 LCFF/S&C \$39,527	\$ 5,000 LCFF/Base \$42,782 LCFF/S&C



**Budget Reference**

LCFF/Base \$ 5,000 Materials and Supplies LCFF/S&C \$101,904 Salaries & Benefits	LCFF/Base \$5,000 Materials & Supplies LCFF/S&C \$21,191 Salary & Benefits \$18,336 Professional Services	LCFF/Base \$5,000 Materials & Supplies LCFF/S&C \$21,827 Salary & Benefits \$20,955 Professional Services
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**Action #6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

## Unchanged

**2017-18 Actions/Services**

Provide personnel and program expenditures to expand the course of study, career technical education and extracurricular opportunities K-12.

- STEM electives
- STEM materials, curriculum and training
- MESA stipend and materials
- Band and Choir travel (additional)
- Band teacher 3-8
- Art/Enrichment teacher K-5
- Band uniforms and equipment
- Choir uniforms and equipment
- Drama sets and costumes
- Choir accompanist
- Maintain expanded A-G courses
- Maintain expanded electives
- Late bus for sports and extra-curricular activities
- PE zero period Woodlake Valley Middle School
- K-12 Athletic Director (full time)
- Intramural sports

## Modified

**2018-19 Actions/Services**

Provide personnel and program expenditures to expand the course of study, career technical education and extracurricular opportunities K-12.

- STEM electives
- STEM materials, curriculum and training
- MESA stipend and materials
- Band and Choir travel (additional)
- Band teacher 3-8
- Art/Enrichment teacher K-5
- Band uniforms and equipment
- Choir uniforms and equipment
- Drama sets and costumes
- Choir accompanist
- Maintain expanded A-G courses
- Maintain expanded electives
- Late bus for sports and extra-curricular activities
- PE zero period Woodlake Valley Middle School
- K-12 Athletic Director (full time)
- Intramural sports

## Modified

**2019-20 Actions/Services**

Provide personnel and program expenditures to expand the course of study, career technical education and extracurricular opportunities K-12.

- STEM electives
- STEM materials, curriculum and training
- MESA stipend and materials
- Band and Choir travel (additional)
- Band teacher 3-8
- Art/Enrichment teacher K-5
- Band uniforms and equipment
- Choir uniforms and equipment
- Drama sets and costumes
- Choir accompanist
- Maintain expanded A-G courses
- Maintain expanded electives
- Late bus for sports and extra-curricular activities
- PE zero period Woodlake Valley Middle School
- K-12 Athletic Director (full time)
- Intramural sports

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$757,459	\$794,330	\$809,234
<b>Source</b>	\$757,459 LCFF/S&C	\$794,330 LCFF/S&C	\$809,234 LCFF/S&C
<b>Budget Reference</b>	\$547,212 Salaries & Benefits \$ 57,700 Materials & Supplies \$100,000 Non-capitalized Equipment \$ 15,000 Travel & Conferences \$ 37,547 Bus Transportation	\$674,865 Salaries & Benefits \$ 72,788 Materials & Supplies \$ 15,717 Non-capitalized Equipment \$ 7,335 Travel & Conferences \$ 23,625 Bus Transportation	\$702,099 Salaries & Benefits \$ 60,458 Materials & Supplies \$ 15,717 Non-capitalized Equipment \$ 7,335 Travel & Conferences \$ 23,625 Bus Transportation

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

Woodlake Unified School District will fully implement the State Standards including the English Language Development (ELD) as well as the California Model School Library standards and provide a broad course of study in a positive and productive learning environment led by highly trained and highly effective teachers utilizing up to date materials in outstanding facilities.

### State and/or Local Priorities addressed by this goal:

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

**Local Priorities:**

### Identified Need:

State standards implementation as well as materials continue to be areas for improvement. The addition of devices with high speed internet at home will necessitate additional technical support. While the Facilities Inspection Tool indicate that our facilities are adequate, our students will achieve more in outstanding facilities. A-G completion rates and CTE pathway completion indicate a need to broaden our course of study in both areas.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<p>Facility Inspection Tools</p>	<p>Good at all sites</p>	<p>Good at all sites</p>	<p>Good at all sites</p>	<p>Good at all sites</p>
<p>Formal Teacher Evaluation Forms, Provide Evidence of State Standards of  <ul style="list-style-type: none"> <li>English Language Arts and Math implementation</li> </ul> </p>	<p>95% (2016-17)</p>	<p>98%</p>	<p>99%</p>	<p>100%</p>
<p>Formal Teacher Evaluations, Teacher Evaluation Forms, Provide Evidence of the Literacy Standards for:  <ul style="list-style-type: none"> <li>History Social Science, Science and the Technical Subjects Implementation</li> </ul> </p>	<p>55% (2016-17)</p>	<p>50%</p>	<p>50%</p>	<p>50%</p>

Formal Teacher Evaluation Forms, Provide Evidence of English Learner Language Development Standards Implementation	82% (2016-17)	85%	85%	85%
Fully credentialed and appropriately assigned Teacher Percentage	82% (2016-17)	85%	87%	90%
State/District Adopted Materials	100% (2016-17)	100%	100%	100%
Student to device ratio	4/5 (2016-17)	1/1	1/1	1/1
Master Schedules meet education code requirements	Yes (2016-17)	Yes	Yes	Yes

<p>Percent of Students on Individualized Education Plans taking a Career Technical Pathway</p>	<p>21% (2016-17)</p>	<p>24%</p>	<p>28%</p>	<p>30%</p>
<p>Percent of Students on Individualized Education Plans taking A-G core courses</p>	<p>56% (2016-17)</p>	<p>58%</p>	<p>58%</p>	<p>58%</p>
<p>Percent of Unduplicated Students enrolled in A-G core courses</p>	<p>98% (2016-17)</p>	<p>98%</p>	<p>98%</p>	<p>98%</p>
<p>Unduplicated students enrolled in a Career Technical Pathway</p>	<p>30% (2016-17)</p>	<p>33%</p>	<p>35%</p>	<p>40%</p>

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide educational support personnel and resources for instruction.

- Educational Technician at each site

Provide educational support personnel and resources for instruction.

- Educational Technician at each site

Provide educational support personnel and resources for instruction.

- Educational Technician at each site



- Support for network
- Infrastructure replacement and upgrades
- Director of Technology
- Educational Technician for home internet system

- Support for network
- Infrastructure replacement and upgrades
- Director of Technology
- Educational Technician for home internet system

- Support for network
- Infrastructure replacement and upgrades
- Director of Technology
- Educational Technician for home internet system

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$549,395	\$625,387	\$671,148
<b>Source</b>	\$549,395 LCFF/S&C	\$625,387 LCFF/S&C	\$671,148 LCFF/S&C
<b>Budget Reference</b>	\$479,395 Salaries & Benefits \$ 20,000 Professional Services \$ 50,000 Capital Equipment	\$525,387 Salary & Benefits \$ 40,000 Professional Services \$ 60,000 Capital Equipment	\$541,148 Salary & Benefits \$ 65,000 Professional Services \$ 65,000 Capital Equipment

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide devices and programs to support the implementation of the California Standards

- Devices for students/classrooms
- Classroom presentation equipment
- Educational application licenses
- Microsoft Office contract
- Devices for home internet equipment replacement
- Online programs and professional learning for home internet

Provide devices and programs to support the implementation of the California Standards

- Devices for students/classrooms
- Classroom presentation equipment
- Educational application licenses
- Microsoft Office contract
- Devices for home internet equipment replacement
- Online programs and professional learning for home internet

Provide devices and programs to support the implementation of the California Standards

- Devices for students/classrooms
- Classroom presentation equipment
- Educational application licenses
- Microsoft Office contract
- Devices for home internet equipment replacement
- Online programs and professional learning for home internet

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$237,926	\$304,171	\$225,750
<b>Source</b>	\$237,926 LCFF/S&C	\$304,171 LCFF/S&C	\$225,750 LCFF/S&C
<b>Budget Reference</b>	\$ 25,000 Salaries & Benefits \$ 36,000 Materials & Supplies \$176,926 Non Capitalized Equipment	\$ 24,283 Salaries & Benefits \$ 37,435 Materials & Supplies \$242,453 Non Capitalized Equipment	\$ 24,283 Salaries & Benefits \$ 37,734 Materials & Supplies \$163,733 Non Capitalized Equipment

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

### 2017-18 Actions/Services

Provide State/District adopted and supplemental materials to assist students in mastering the California State Standards, including the Model School Library Standards, and preparing them for college and career.

- Purchase library resources
- Purchase high interest literature and expository texts
- Provide training and materials for Pre AP and AP courses

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

Provide State/District adopted and supplemental materials to assist students in mastering the California State Standards, including the Model School Library Standards, and preparing them for college and career.

- Purchase library resources
- Purchase high interest literature and expository texts
- Provide training and materials for Pre AP and AP courses

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2019-20 Actions/Services

Provide State/District adopted and supplemental materials to assist students in mastering the California State Standards, including the Model School Library Standards, and preparing them for college and career.

- Purchase library resources
- Purchase high interest literature and expository texts
- Provide training and materials for Pre AP and AP courses

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,000	\$87,152	\$82,868

<b>Source</b>	\$110,000 LCFF/S&C	\$87,152 LCFF/S&C	\$82,868 LCFF/S&C
<b>Budget Reference</b>	\$110,000 Materials & Supplies	\$87,152 Materials & Supplies	\$82,868 Materials & Supplies

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

**2017-18 Actions/Services**

Provide personnel, maintenance and facility improvement projects to enhance the learning environment.

- Night Maintenance Supervisor
- Furniture upgrades for classrooms
- Update educational facilities
- QZAB payment (FJ White classrooms and Performing Arts Building upgrades)
- Update athletic fields/equipment
- Contribution to Deferred Maintenance fund (increased amount)
- Safety materials and supplies
- Castle Rock Athletic field lighting

**2018-19 Actions/Services**

Provide personnel, maintenance and facility improvement projects to enhance the learning environment.

- Night Maintenance Supervisor
- Furniture upgrades for classrooms
- Update educational facilities
- QZAB payment (FJ White classrooms and Performing Arts Building upgrades)
- Update athletic fields/equipment
- Contribution to Deferred Maintenance fund (increased amount)
- Safety materials and supplies

**2019-20 Actions/Services**

Provide personnel, maintenance and facility improvement projects to enhance the learning environment.

- Night Maintenance Supervisor
- Furniture upgrades for classrooms
- Update educational facilities
- QZAB payment (FJ White classrooms and Performing Arts Building upgrades)
- Update athletic fields/equipment
- Contribution to Deferred Maintenance fund (increased amount)
- Safety materials and supplies

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$1,181,535	\$1,239,197	\$986,138
<b>Source</b>	\$ 344,234 LCFF/Base \$ 837,301 LCFF/S&C	\$ 351,034 LCFF/Base \$ 888,163 LCFF/S&C	\$ 353,953 LCFF/Base \$ 632,185 LCFF/S&C

**Budget  
Reference**

## LCFF/Base

\$ 90,509 Salaries & Benefits  
 \$ 93,725 Debt Service  
 \$160,000 Interfund Transfer Out

## LCFF/S&amp;C

\$ 40,000 Materials & Supplies  
 \$100,000 Non Capitalized Equipment  
 \$230,000 Land Improvements  
 \$253,239 Building Improvements  
 \$174,062 Debt Service  
 \$ 40,000 Interfund Transfer Out

## LCFF/Base

\$ 97,309 Salaries & Benefits  
 \$ 93,725 Debt Service  
 \$160,000 Interfund Transfer Out

## LCFF/S&amp;C

\$ 40,000 Materials & Supplies  
 \$ 80,000 Non Capitalized Equipment  
 \$ 30,000 Land Improvements  
 \$473,451 Building Improvements  
 \$174,712 Debt Service  
 \$ 90,000 Interfund Transfer Out

## LCFF/Base

\$100,228 Salaries & Benefits  
 \$ 93,725 Debt Service  
 \$160,000 Interfund Transfer Out

## LCFF/S&amp;C

\$ 30,000 Materials & Supplies  
 \$ 42,473 Non Capitalized Equipment  
 \$ 30,000 Land Improvements  
 \$215,000 Building Improvements  
 \$174,712 Debt Service  
 \$140,000 Interfund Transfer Out

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

Woodlake Unified School District will increase the number of English Learner (EL) students who are re-designated as fluent in English within 4 years of enrolling in Woodlake schools.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 4, 8

**Local Priorities:**

### Identified Need:

While the rate of movement is increasing and the rate of redesignation is improving, too many of our students are not being redesignated within the district goal of 4 years leading to the creation of Long Term English Learners.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<p>English Language Proficiency Assessment</p> <ul style="list-style-type: none"> <li>• Percent moving one level or reaching proficiency</li> </ul>	<p>77% (15-16 to 16-17) based on CELDT (California English Language Development Test (Last administration)</p>	<p>ELPAC New English Language Proficiency Assessment First Administration (No level movement data will be available) Baseline test</p>	<p>80% (If data is available by the adoption of the LCAP Annual Update)</p>	<p>83%</p>
<p>Reclassification Rate</p>	<p>15% (2016-17)</p>	<p>17%</p>	<p>19%</p>	<p>20%</p>
<p>Students reclassified within 4 years of enrolling in Woodlake Schools</p>	<p>20% (2016-17)</p>	<p>23%</p>	<p>27%</p>	<p>31%</p>

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

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N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

Limited to Unduplicated Student Groups

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide professional learning in implementation of ELD standards across content areas.

- ELD consultants
- K-12 training in ELD standards implementation and instructional strategies

Provide professional learning in implementation of ELD standards across content areas.

- ELD consultants
- K-12 training in ELD standards implementation and instructional strategies

Provide professional learning in implementation of ELD standards across content areas.

- ELD consultants
- K-12 training in ELD standards implementation and instructional strategies

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$45,000	\$47,151	\$47,151
<b>Source</b>	\$45,000 LCFF/S&C	\$47,151 LCFF/S&C	\$47,151 LCFF/S&C
<b>Budget Reference</b>	\$ 5,000 Travel & Conferences \$40,000 Professional Services	\$ 5,239 Travel & Conferences \$41,912 Professional Services	\$ 5,239 Travel & Conferences \$41,912 Professional Services

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide supplemental programs and materials for English learners.  
 • Materials and applications for ELD  
 • Re-designation ceremonies

Provide supplemental programs and materials for English learners.  
 • Materials and applications for ELD  
 • Re-designation ceremonies

Provide supplemental programs and materials for English learners.  
 • Materials and applications for ELD  
 • Re-designation ceremonies

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$18,500	\$36,149	\$36,149
<b>Source</b>	\$18,500 LCFF/S&C	\$36,149 LCFF/S&C	\$36,149 LCFF/S&C
<b>Budget Reference</b>	Materials & Supplies	Materials and Supplies	Materials and Supplies

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide extended learning opportunities.

- Summer enrichment K-12
- Saturday enrichment
- After school tutoring
- EL fieldtrips (grades 6-12)

Provide extended learning opportunities.

- Summer enrichment K-12
- Saturday enrichment
- After school tutoring
- EL fieldtrips (grades 6-12)

Provide extended learning opportunities.

- Summer enrichment K-12
- Saturday enrichment
- After school tutoring
- EL fieldtrips (grades 6-12)

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$157,500	\$150,479	\$150,479
<b>Source</b>	\$157,500 LCFF/S&C	\$150,479 LCFF/S&C	\$150,479 LCFF/S&C
<b>Budget Reference</b>	\$ 27,500 Salaries & Benefits \$ 10,000 Bus Transportation \$120,000 Professional Services	\$ 20,000 Salary & Benefits \$120,000 Professional Services \$ 10,479 Bus Transportation	\$ 20,000 Salary & Benefits \$120,000 Professional Services \$ 10,479 Bus Transportation

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Location(s)

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

English Learners

### Scope of Services:

Limited to Unduplicated Student Groups

### Location(s)

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**2017-18 Actions/Services**

Home to School Liaison to build EL family connections to school especially in the early grades.

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

Home to School Liaison to build EL family connections to school in all grades.

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2019-20 Actions/Services**

Home to School Liaison to build EL family connections to school in all grades.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$61,303	\$65,183	\$67,075
<b>Source</b>	\$61,303 LCFF/S&C	\$65,183 LCFF/S&C	\$67,075 LCFF/S&C
<b>Budget Reference</b>	\$59,303 Salary & Benefits \$ 2,000 Materials & Supplies	\$63,087 Salary & Benefits \$ 2,096 Materials & Supplies	\$64,979 Salary & Benefits \$ 2,096 Materials & Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 4

Woodlake Unified School District will create a positive district climate that draws students to attend as engaged learners and enables parents to partner with schools.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 4, 5, 6, 8

**Local Priorities:**

### Identified Need:

While graduation rates are moving in the right direction, more work is needed to help every student reach this critical milestone. The Dashboard indicates that the all student suspension rate is at 6.5%, and student group data indicates that Students with Disabilities, White students and English Learner students have higher rates of suspension. Parent involvement data shows that we still need to work to engage some of our parents in school activities and a few more to attend Parent Teacher Conferences.

### Expected Annual Measureable Outcomes

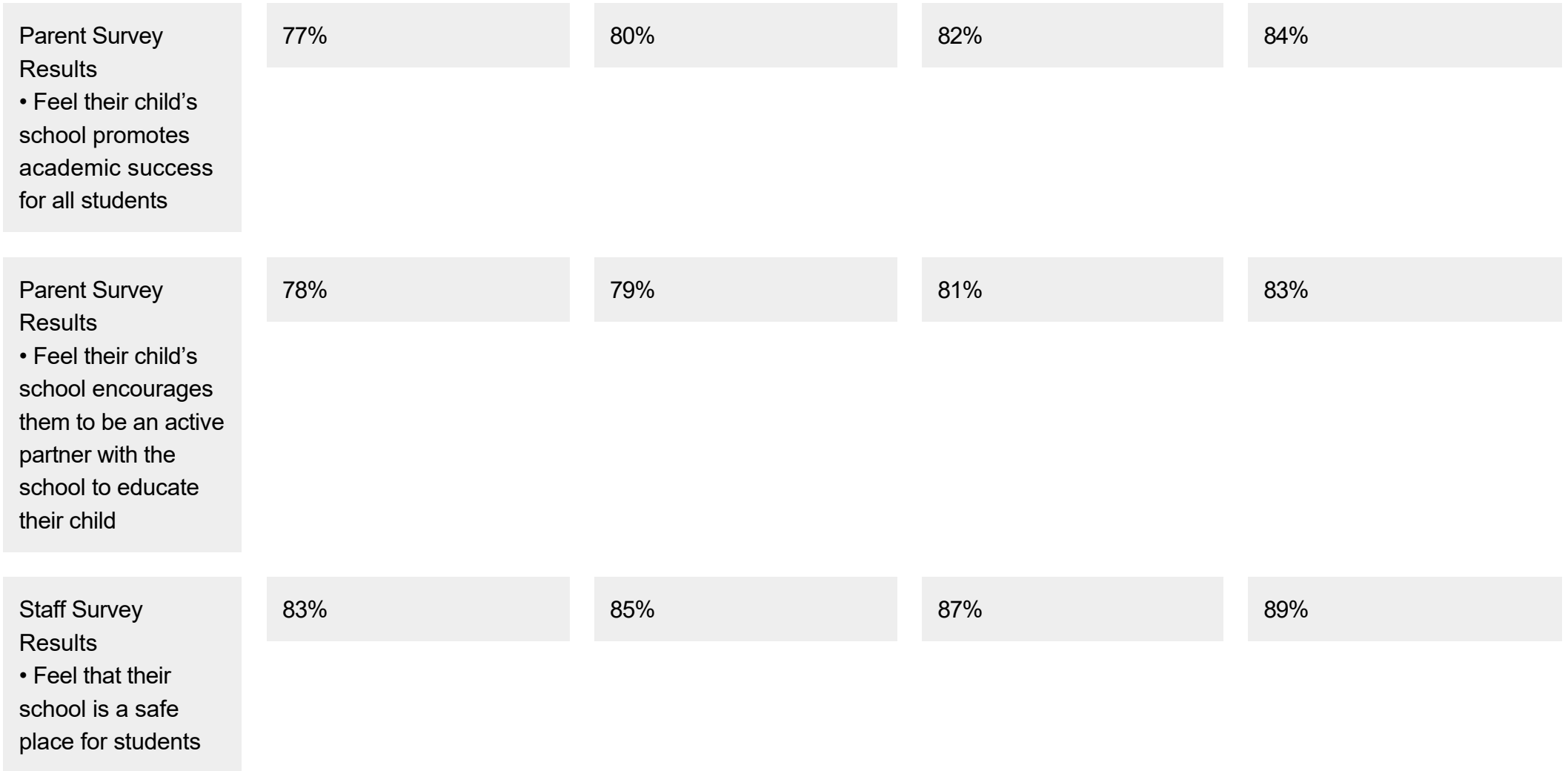
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Chronic Absenteeism	8% (2015-2016)	6%	4%	3%
Period 2 Attendance	96.79% (2016-17)	97%	97%	98%
Expulsion Rates	.04%	.03%	.02%	.02%
Suspension Rates	5.4% (2015-2016)	4.5%	4.0%	3.8%
Suspension Rates: Students with Disabilities	18.3% (2015-16)	15%	10%	7%
Suspension Rates: English Learner	6.5% (2015-16)	5.4%	4.5%	4.0%
Suspension Rates: White	9.6% (2015-16)	7.0%	5.4%	4.5%

Parent meeting/committee meeting/event attendance (Including Special Education and unduplicated) students	55% (2016-17)	60%	70%	75%
K-5 Parent Conference Attendance	97% (2016-17)	98%	99%	99%
Cohort Graduation Rate	90.2% (2015-16)	91%	92%	94%
High School 4 Year Cohort Dropout rate	4.2% (2015-16)	4.0%	3.5%	3.0%
8th Grade Dropout rate	0%	0%	0%	0%

Student Survey Results • Feel like they are part of the school	79%	81%	83%	85%
Student Survey Results • Feel safe at school	82%	84%	86%	88%
Student Survey Results • Feel there is an adult who cares about them at school	80%	82%	84%	86%
Parent Survey Results • Feel their child's school is safe	87%	88%	89%	90%



Staff Survey Results  
 • Feel that their school sets high academic standards

81%

83%

85%

87%

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

Provide support personnel and programs to increase attendance and improve school culture.

- SARB Coordinator
- Attendance Clerk at each site
- 2nd District Nurse
- Kindergarten Readiness Camp

### 2018-19 Actions/Services

Provide support personnel and programs to increase attendance and improve school culture.

- SARB Coordinator
- Attendance Clerk at each site
- 2nd District Nurse
- Kindergarten Readiness Camp

### 2019-20 Actions/Services

Provide support personnel and programs to increase attendance and improve school culture.

- SARB Coordinator
- Attendance Clerk at each site
- 2nd District Nurse
- Kindergarten Readiness Camp

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$336,231	\$382,649	\$394,097
Source	\$230,382 LCFF/Base \$105,849 LCFF/S&C	\$268,962 LCFF/Base \$113,687 LCFF/S&C	\$277,031 LCFF/Base \$117,066 LCFF/S&C

<b>Budget Reference</b>			
	LCFF/Base \$230,382 Salaries & Benefits LCFF/S&C \$104,849 Salaries & Benefits \$ 500 Materials & Supplies \$ 500 Travel and Conferences	LCFF/Base \$268,962 Salaries & Benefits LCFF/S&C \$112,639 Salaries & Benefits \$ 524 Materials & Supplies \$ 524 Travel and Conferences	LCFF/Base \$277,031 Salaries & Benefits LCFF/S&C \$116,018 Salaries & Benefits \$ 524 Materials & Supplies \$ 524 Travel and Conferences

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

**2017-18 Actions/Services**

Provide personnel and support for expanded learning opportunities.

- Extended library hours (Woodlake High)
- Athletic teams
- Co-curricular programs

**2018-19 Actions/Services**

Provide personnel and support for expanded learning opportunities.

- Athletic teams
- Co-curricular programs

**2019-20 Actions/Services**

Provide personnel and support for expanded learning opportunities.

- Athletic teams
- Co-curricular programs

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$492,307	\$490,608	\$498,959
Source	\$482,500 LCFF/Base \$ 9,807 LCFF/S&C	\$490,608 LCFF/Base	\$498,959 LCFF/Base



**Budget Reference**

LCFF/Base  
 \$270,264 Salaries & Benefits  
 \$ 70,051 Materials & Supplies  
 \$ 30,931 Rentals and Repairs  
 \$ 91,464 Bus Transportation  
 \$ 19,790 Professional Services  
 LCFF/S&C  
 \$ 9,807 Salaries & Benefits

\$278,372 Salaries & Benefits  
 \$ 70,051 Materials & Supplies  
 \$ 30,931 Rentals and Repairs  
 \$ 91,464 Bus Transportation  
 \$ 19,790 Professional Services

\$286,723 Salaries & Benefits  
 \$ 70,051 Materials & Supplies  
 \$ 30,931 Rentals and Repairs  
 \$ 91,464 Bus Transportation  
 \$ 19,790 Professional Services

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**2017-18 Actions/Services**

Increase parent participation by providing education resources and opportunities to engage in the decision-making process.

- Parent App/Social Media
- Parent training on technology with students
- English classes for parents
- Provide parents with strategies for partnering with schools
- Saturday Academy with parents and students (F.J. White and Castle Rock)

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

Increase parent participation by providing education resources and opportunities to engage in the decision-making process.

- Parent App/Social Media
- Parent training on technology with students
- English classes for parents
- Provide parents with strategies for partnering with schools
- Saturday Academy with parents and students (F.J. White and Castle Rock)

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2019-20 Actions/Services**

Increase parent participation by providing education resources and opportunities to engage in the decision-making process.

- Parent App/Social Media
- Parent training on technology with students
- English classes for parents
- Provide parents with strategies for partnering with schools
- Saturday Academy with parents and students (F.J. White and Castle Rock)
- After school or Saturday Academy (Middle School and High School)

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$52,700	\$35,664	\$35,664

<b>Source</b>	\$10,500 Title I \$42,200 LCFF/S&C	\$10,500 Title I \$25,164 LCFF/S&C	\$10,500 Title I \$25,164 LCFF/S&C
<b>Budget Reference</b>	Title I \$10,500 Materials & Supplies LCFF/S&C \$17,000 Salaries & Supplies \$ 1,000 Materials & Supplies \$15,000 Rental & Repairs \$ 9,200 Communications	Title I \$10,500 Materials & Supplies LCFF/S&C \$10,000 Salaries & Supplies \$ 524 Materials & Supplies \$ 5,000 Rental & Repairs \$ 9,640 Communications	Title I \$10,500 Materials & Supplies LCFF/S&C \$10,000 Salaries & Supplies \$ 524 Materials & Supplies \$ 5,000 Rental & Repairs \$ 9,640 Communications

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

### 2017-18 Actions/Services

Provide programs and resources to enhance leadership and expose students to career options.

- Student Leadership conference
- Business/professional speakers/assemblies
- Fully funded fieldtrips
- Special Education fully funded fieldtrips
- Clubs and organizations
- Academic competitions
- GATE program
- Coordinator of College and Career Readiness
- College and Career Awareness
- Career pathways stipends
- Career pathway expansion

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

Provide programs and resources to enhance leadership and expose students to career options.

- Student Leadership conference
- Business/professional speakers/assemblies
- Fully funded fieldtrips
- Special Education fully funded fieldtrips
- Clubs and organizations
- Academic competitions
- GATE program
- Coordinator of College and Career Readiness
- College and Career Awareness
- Career pathways stipends
- Career pathway expansion

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2019-20 Actions/Services

Provide programs and resources to enhance leadership and expose students to career options.

- Student Leadership conference
- Business/professional speakers/assemblies
- Fully funded fieldtrips
- Special Education fully funded fieldtrips
- Clubs and organizations
- Academic competitions
- GATE program
- Coordinator of College and Career Readiness
- College and Career Awareness
- Career pathways stipends
- Career pathway expansion

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$305,320	\$329,505	\$451,255
<b>Source</b>	\$ 25,433 LCFF/Base \$279,887 LCFF/S&C	\$ 25,433 LCFF/Base \$304,072 LCFF/S&C	\$ 25,433 LCFF/Base \$425,822 LCFF/S&C
<b>Budget Reference</b>	LCFF/Base \$ 25,433 Materials & Supplies LCFF/S&C \$176,887 Salaries & Benefits \$ 9,000 Materials & Supplies \$ 2,000 Travel & Conferences \$ 85,000 Rentals & Repairs \$ 2,000 Bus Transportation \$ 5,000 Professional Services	\$188,483 Salaries & Benefits LCFF/S&C \$ 25,433 Materials & Supplies LCFF/Base \$ 18,144 Materials & Supplies LCFF/S&C \$ 89,063 Rentals & Repairs LCFF/S&C \$ 3,143 Bus Transportation LCFF/S&C \$ 5,239 Professional Services LCFF/S&C	LCFF/Base \$ 25,433 Materials & Supplies LCFF/S&C \$310,233 Salaries & Benefits \$ 18,144 Materials & Supplies \$ 89,063 Rentals & Repairs \$ 3,143 Bus Transportation \$ 5,239 Professional Services

## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Location(s)

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide a licensed clinical social worker focused on parent outreach.

- Licensed Clinical Social Worker K-5
- Licensed Clinical Social Worker for coordination of services for families

Provide a licensed clinical social worker focused on parent outreach.

- Licensed Clinical Social Worker K-5
- Licensed Clinical Social Worker for coordination of services for families

Provide a licensed clinical social worker focused on parent outreach.

- Licensed Clinical Social Worker K-5
- Licensed Clinical Social Worker for coordination of services for families

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$241,307

\$246,771

\$254,175

<b>Source</b>	\$ 83,530 LCFF/Base \$157,777 LCFF/S&C	\$ 76,184 LCFF/Base \$170,587 LCFF/S&C	\$ 78,470 LCFF/Base \$175,705 LCFF/S&C
<b>Budget Reference</b>	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

## Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>

Modified

**2017-18 Actions/Services**

Provide support for at risk students.

- District Social Worker
- Coordinator of Prevention Education
- Materials and supplies for the District Social Worker and Coordinator of Prevention Education
- Printer maintenance for the District Social Worker and Coordinator of Prevention Education
- Travel for the District Social Worker and Coordinator of Prevention Education
- Yard Duty Aides
- Homeless student support
- Prevention services through local law enforcement

Modified

**2018-19 Actions/Services**

Provide support for at risk students.

- District Social Worker
- Coordinator of Prevention Education
- Materials and supplies for the District Social Worker and Coordinator of Prevention Education
- Printer maintenance for the District Social Worker and Coordinator of Prevention Education
- Travel for the District Social Worker and Coordinator of Prevention Education
- Yard Duty Aides
- Homeless student support
- Prevention services through local law enforcement

Modified

**2019-20 Actions/Services**

Provide support for at risk students.

- District Social Worker
- Coordinator of Prevention Education
- Materials and supplies for the District Social Worker and Coordinator of Prevention Education
- Printer maintenance for the District Social Worker and Coordinator of Prevention Education
- Travel for the District Social Worker and Coordinator of Prevention Education
- Yard Duty Aides
- Homeless student support
- Prevention services through local law enforcement

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$312,654	\$302,386	\$310,184
Source	\$312,654 LCFF/S&C	\$302,386 LCFF/S&C	\$310,184 LCFF/S&C



**Budget  
Reference**

\$242,154 Salaries & Benefits  
\$ 12,800 Materials & Supplies  
\$ 2,500 Travel & Conferences  
\$ 200 Rentals & Repairs  
\$ 55,000 Professional Services

\$259,950 Salaries & Benefits  
\$ 13,412 Materials & Supplies  
\$ 2,620 Travel & Conferences  
\$ 210 Rentals & Repairs  
\$ 26,194 Professional Services

\$267,748 Salaries & Benefits  
\$ 13,412 Materials & Supplies  
\$ 2,620 Travel & Conferences  
\$ 210 Rentals & Repairs  
\$ 26,194 Professional Services

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$5,251,786

Percentage to Increase or Improve Services

30.97

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Using the calculation tool provided by the state, Woodlake Unified School District has calculated that it will receive \$5,251,786 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 30.97%. Woodlake Unified has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-2018 Supplemental and Concentration Grant funding for qualifying purposes as found in this plan. In addition to services provided to all students, services specifically designed for unduplicated students include: English learner supplemental materials, ELD consultant to help teachers improve ELD instruction, training in implementing the ELD standards, Summer enrichment includes other students but the goal of the program is to provide extended learning for EL students and EL students are given priority in registration, after school tutorials for EL students, Saturday enrichment for EL students, Home to School Liaison for EL students, English Learner field trips, and Kindergarten readiness camp.

Currently the demographics of Woodlake Unified School District show that 85% of our students are low Income, 30% of our student are English

Learners adding up to 89% unduplicated students. With this in mind the district will implement the goals and programs such as professional development, English Language Development, English Language Arts and Math side by side coaching and planning with TCOE, technology upgrades, maintaining social services, facilities upgrades and supplemental materials and supplies designed to close the achievement gap are principally directed at the unduplicated students. Our remaining students (11%) automatically receive similar programs. The districts goals are designed to raise the individual achievement of each of the district's 2,251 students through increased and improved services funded through the Local Control Funding Formula. Providing these services district wide enables us to reach and serve the populations that generate the funds with expanded and improved programs. Each of our schools operate under School Wide Title I programs.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$6,105,311

Percentage to Increase or Improve Services

35.55

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Using the calculation tool provided by the state, Woodlake Unified School District has calculated that it will receive \$6,105,311 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 35.55%. Woodlake Unified has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2018-2019 Supplemental and Concentration Grant funding for qualifying purposes as found in this plan. In addition to services provided to all students, services specifically designed for unduplicated students include: English learner supplemental materials, ELD consultant to help teachers improve ELD instruction, training in implementing the ELD standards, Summer enrichment includes other students but the goal of the program is to provide extended learning for English Learners students and English Learner students are given priority in registration, after school tutorials for English Learner students, Saturday enrichment for English Learner students, Home to School Liaison for English Learner students, English Learner field trips, and Kindergarten readiness camp.

Currently the demographics of Woodlake Unified School District show that 85% of our students are low Income, 30% of our student are English Learners adding up to 89% unduplicated students. With this in mind the district will implement the goals and programs such as professional development, English Language Development, English Language Arts and Math side by side coaching and planning with TCOE, technology upgrades, maintaining social services, salary schedule restructure, facilities upgrades and supplemental materials and supplies designed to close the achievement gap are principally directed at the unduplicated students. Due to the high percentage of unduplicated students, it is of most benefit to implement Actions and Services on a district wide level at all schools. The districts goals are designed to raise the individual achievement of each of the district's 2,251 students through increased and improved services funded through the Local Control Funding Formula. Providing these services district wide enables us to reach and serve the populations that generate the funds with expanded and improved programs. Each of our schools operate under School Wide Title I programs.