

- 9.3.1 (p. 47) Prepared by Toni Rivera, General Ledger Report and Bank Reconciliation Report, Williams Middle School Checking Account, August 2019.
- 9.3.2 (p. 49) Prepared by Lucila Mendez, General Ledger Report and Bank Reconciliation Report, Williams High School Checking Account, August 2019.

9.4 **SERVICE AGREEMENTS/CONTRACTS**

- 9.4.1 (p. 53) Environmental Education Agreement 2019-20 between Sutter County Superintendent of Schools Office and Williams Unified School District for Shady Creek Outdoor School.
- 9.4.2 (p. 57) Scope of Work Proposal for CAFE for Project 2-Inspire Family, School, Community Engagement Program, Level 1.
- 9.4.3 (p. 60) Scope of Work Proposal for CAFE for Project 2-Inspire Family, School, Community Engagement Program, Level 3.
- 9.4.4 (p. 63) Proposal for Additional Services with Derivi Castellanos Architects for Williams High School Phase 1 Improvements.
- 9.4.5 (p. 66) Pilot Partnership Agreement with Imagine Learning for Imagine Español SY 2019-2020.
- 9.4.6 (p. 68) Change Order #104-99 for Clark/Sullivan Construction for the Williams MP Building.
- 9.4.7 (p. 69) Change Order #128-99 for Clark/Sullivan Construction for the Williams MP Building.
- 9.4.8 (p. 70) Change Order #129-99 for Clark/Sullivan Construction for the Williams MP Building.
- 9.4.9 (p. 71) Change Order #131-99 for Clark/Sullivan Construction for the Williams MP Building.
- 9.4.10 (p. 72) Change Order #132-99 for Clark/Sullivan Construction for the Williams MP Building.
- 9.4.11 (p. 73) Change Order #302-99 for Clark/Sullivan Construction for the Williams MP Building.

9.5 (p. 74) **ROUTINE PURCHASE ORDERS**

Purchase Order #	Vendor	Amount
PO20-00218	Renaissance Learning	\$ 34,873.07
PO20-00223	Irwin Seating Company	\$ 64,136.21

- 9.6 **APPROVE EXTRA DUTY / VOLUNTEER / STUDENT PERSONNEL REPORTS** –Request to approve personnel items relating to Extra Duty, Volunteer and Student personnel reports. (R. Cranford)

Classification	Position	Status	Name
Substitute Pool	Custodian/Assistant Cook/Student Supervisor	Open	
Extra Duty	7 th Grade Boys Basketball Coach	Filled	Lane Bledsoe
Extra Duty	Varsity Girls Basketball Coach	Filled	Darren Robinson
Extra Duty	JV Girls Basketball Coach	Open	

- 9.7 **APPROVE CERTIFICATED / CLASSIFIED / CONFIDENTIAL PERSONNEL REPORT-** Request to approve personnel items relating to Certificated, Classified and Confidential personnel reports (R. Cranford)

Classification	Position	Status	Name
Certificated	Health Specialist	Open	
Classified	Utility Technician/Bus Driver	Open	
Classified	ASES Paraeducator	Open	
Classified	Student Supervisor	Filled	Yessica Carabeo Lindsey Rodriguez Pending all clearances

- 9.8 **APPROVE INSTRUCTIONAL MINUTES/ BELL SCHEDULES / MASTER SCHEDULES**

9.8.1 None

- 9.9 **APPROVE STUDENT HANDBOOKS**

9.9.1 None

- 9.10 **APPROVE INTER-DISTRICT TRANSFER REQUESTS**

9.10.1 (p. 87) Updated 2019-20 Inter-District Transfer List

- 9.11 **APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E) AND BOARD BYLAWS (BB)**

9.11.1 None

- 9.12 **APPROVE FIELD TRIP REQUESTS**

- 9.12.1 None
 9.13 **APPROVE DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES**
 9.13.1 None

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.0

ACTION ITEMS – NEW BUSINESS – Protocol for action items includes a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a 3-minute time limit per person.

10.1 (p. 93) Consideration and possible action concerning the approval of **Resolution #10-101719: Resolution to Teach, Title 5 80005, Assignments Outside Credential Authorization 2019-2020 School Year.**

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.2 (p. 94) Consideration and possible action concerning the approval of Michael Anthony Hermann and Leslie Sanchez, Williams Unified School District Physical Fitness Test Coordinators, effective SY 2019-2020.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.3 (p. 96) Consideration and possible action concerning the approval of the Single Plan for Student Achievement for Williams Elementary School.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.4 (p. 146) Consideration and possible action concerning the approval of the Single Plan for Student Achievement for Williams Upper Elementary School.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.5 (p. 178) Consideration and possible action concerning the approval of the Single Plan for Student Achievement for Williams Jr/Sr High School.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.6 (p. 208) Consideration and possible action concerning the approval of the Contract for Services between Williams Unified School District and Educational Achievement Services, Inc. to conduct a Family Leadership Institute.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.7 (p. 213) Consideration and possible action concerning the approval of the Memorandum of Understanding for Lilia's Interpreting Services for the Family Leadership Institute.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____

Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.8 (p. 215) Consideration and possible action concerning the approval of the out of state travel and purchase order for Tim Wright to go to the Thomas Built Factory in Greensboro, North Carolina.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.9 (p. 216) Consideration and possible action concerning the approval of the Initial Sunshine proposal from California School Employee Association Chapter #556 to Williams Unified School District.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.10 (p. 217) Consideration and possible action concerning the approval of the agreement with Stone Creek Engineering, Inc. for construction management services for the Gymnasium Upgrades project.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.11 (p. 241) Consideration and possible action concerning the approval of the agreement between Pupil Transportation Information, LLC and Williams Unified School District for an assessment of the Maintenance and Transportation Department.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.12 (p. 246) Consideration and possible action concerning the approval of the Architectural Services Agreement between Williams Unified School District and Derivi Castellanos Architects for Williams Jr/Sr High School South Wing Modernization.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.13 (p. 272) Consideration and possible action concerning the approval of the Under Armour Donation to Williams Jr/Sr High School Football Team.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.14 (p. 279) Consideration and possible action concerning the approval of the Settlement on Impacts/Effects of Full Day TK and Kindergarten and the Memorandum of Understanding between the Williams Unified School District and the Williams Teachers Association.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

10.15 (p. 281) Consideration and possible action concerning the approval of the Initial Sunshine proposal from Williams Unified School District to the Williams Teacher's Association.

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

11.0 BOARD MEMBER COMMENTS**12.0 INFORMATIONAL ITEMS AND REPORTS**

- 12.1 (p. 282) District Enrollment Report
 12.2 (p. 283) District Discipline Distribution Reports
 12.3 (p. 285) Williams Uniform Complaint Quarterly Report from July - September, 2019
 12.4 (p. 287) LCAP Local Indicators. A report on performance on CA Dashboard and progress

13.0 FUTURE MEETING DATES

- 13.1 October 22, 2019 (Special – LCAP & Education Specifications)
 13.2 November 21, 2019 (Regular)
 13.3 December 12, 2019 (Regular)
 13.4 January 16, 2020 (Regular)

14.0 PENDING AGENDA – This is the time to place future items on the Pending Agenda.

- 14.1 Initial Sunshine Proposal with the Williams Teachers Association

15.0 CONVENE TO CLOSED SESSION TIME: ____ PM
Closed Session will be held regarding the following matters:

- 15.1 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)
 15.2 Conference with Labor Negotiators (Gov. Code 54957.6)
 Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and
 Legal Representation
 15.2.1 Certificated Employees – WTA
 15.2.2 Classified Employees – CSEA Chapter #556
 15.3 Conference with Legal Counsel – Anticipated Litigation Section 54956.9(d)(2):
 Number of Cases: 1

16.0 RECONVENE TO OPEN SESSION TIME: ____ PM
Action Taken During Closed Session:

- 16.1 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

- 16.2 Conference with Labor Negotiators (Gov. Code 54957.6)
 Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and
 Legal Representation
 16.2.1 Certificated Employees – WTA
 16.2.2 Classified Employees – CSEA Chapter #556

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

- 16.3 Conference with Legal Counsel – Anticipated Litigation Section 54956.9(d)(2):
 Number of Cases: 1

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

17.0 ADJOURNMENT TIME: ____ PM

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
 Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

Accommodating Those Individuals with Special Needs – In compliance with the Americans with Disabilities Act, the Williams Unified School District encourages those with disabilities to participate fully in the public meeting process. If you require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting, you should notify the Superintendent's office in writing prior to the regular meeting so that every reasonable effort can be made to accommodate you.

Agenda Documents: As required in SB 343, agenda documents distributed to the Board less than 72 hours before the meeting are available for public inspection at the Williams Unified School District Office located at 499 Marguerite Street, Suite C, Williams, California.
THE NEXT REGULARLY SCHEDULED BOARD MEETING WILL BE THURSDAY, November 21, 2019 AT 6:30 PM.

Posted: October 11, 2019

260 Eleventh Street, Williams, CA

9.2 (p. 43) **CUENTAS/AUTORIZACIONES** – Pedido de aprobación de la lista de autorizaciones, nómina variable especial (V. Wright).

9.3 **RESÚMENES DE CUENTAS MENSUALES** – Solicitud de aprobación de resúmenes de cuentas mensuales.

9.3.1 (p. 47) Informe de conciliación bancaria de la cuenta de cheques de la Escuela Intermedia Williams preparado por Toni Rivera, agosto de 2019.

9.3.2 (p. 49) Informe del libro mayor de cuentas y conciliación bancaria de la cuenta de cheques de la Escuela Secundaria Williams preparado por Lucila Méndez, agosto de 2019.

9.4 **CONTRATOS/ACUERDOS DE SERVICIOS.**

9.4.1 (p. 53) Acuerdo de educación ambiental 2019-20 entre la Oficina del Superintendente de Escuelas del Condado de Sutter y el Distrito Escolar Unificado de Williams para la Escuela al Aire Libre Shady Creek.

9.4.2 (p. 57) Magnitud de la propuesta de trabajo de CAFE para el Proyecto 2 - Programa de Participación Familiar, Escolar, y Comunitaria, Nivel 1.

9.4.3 (p. 60) Magnitud de la propuesta de trabajo de CAFE para el Proyecto 2 - Programa de Participación Familiar, Escolar, y Comunitaria, Nivel 3.

9.4.4 (p. 63) Propuesta para servicios adicionales con Arquitectos Derivi Castellanos para la Fase 1 de las mejoras en la Escuela Secundaria Williams.

9.4.5 (p. 66) Acuerdo piloto de colaboración con Imagine Learning para Imagine Español, año escolar 2019-2020.

9.4.6 (p. 68) Cambio de orden #104-99 para Construcción Clark/Sullivan para el Edificio Multiuso Williams.

9.4.7 (p. 69) Cambio de orden #128-99 para Construcción Clark/Sullivan para el Edificio Multiuso Williams.

9.4.8 (p. 70) Cambio de orden #129-99 para Construcción Clark/Sullivan para el Edificio Multiuso Williams.

9.4.9 (p. 71) Cambio de orden #131-99 para Construcción Clark/Sullivan para el Edificio Multiuso Williams.

9.4.10 (p. 72) Cambio de orden #132-99 para Construcción Clark/Sullivan para el Edificio Multiuso Williams.

9.4.11 (p. 73) Cambio de orden #302-99 para Construcción Clark/Sullivan para el Edificio Multiuso Williams.

9.5 (p. 74) **ÓRDENES DE COMPRA DE RUTINA**

Orden de Compra #	Proveedor	Cantidad
PO20-00218	Aprendizaje Renaissance	\$ 34,873.07
PO20-00223	Irwin Seating Company	\$ 64,136.21

9.6 **APROBACIÓN DE REPORTES DE DEBER ADICIONAL / VOLUNTARIOS / PERSONAL**

ESTUDIANTIL - Pedido de aprobación de artículos del personal relacionados a reportes del Personal de Deber Adicional, Voluntarios y Estudiantil. (R. Cranford).

Clasificación	Posición	Estatus	Nombre
Grupo Sustituto	Custodio/Asistente de Cocina/Supervisor de Estudiantes	Vacante	
Deber Adicional	Entrenador de Baloncesto Masculino de 7° grado	Ocupada	Lane Bledsoe
Deber Adicional	Entrenador de baloncesto de niñas (varsity)	Ocupada	Darren Robinson
Deber Adicional	Entrenador de baloncesto de niñas (JV)	Open	

9.7 **APROBACIÓN DE REPORTE DE PERSONAL CERTIFICADO / CLASIFICADO / CONFIDENCIAL**

– Pedido de aprobación de artículos del personal relacionados a reportes del personal Certificado, Clasificado y Confidencial (R. Cranford).

Clasificación	Posición	Estatus	Nombre
Certificada	Especialista en Salud	Vacante	
Clasificado	Técnico de Líneas de Servicios/Conductor de Autobús	Vacante	
Clasificado	Maestro Auxiliar de ASES	Vacante	
Clasificado	Supervisor de Estudiantes	Ocupada	Yessica Carabeo Lyndsey Rodriguez

			Aprobación pendiente
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- 9.8 **APROBACIÓN DE MINUTOS DE INSTRUCCIÓN / CRONOGRAMAS DE CLASE / CRONOGRAMAS MAESTROS.**
9.8.1 Ninguno.
- 9.9 **APROBACIÓN DE GUÍAS DEL ESTUDIANTE**
9.9.1 Ninguno.
- 9.10 **APROBACIÓN DE PEDIDOS DE TRANSFERENCIAS ENTRE DISTRITOS**
9.10.1 (p. 87) Lista actualizada de transferencias entre Distritos de 2019-20.
- 9.11 **APROBACIÓN DE POLÍTICAS DEL CONSEJO DIRECTIVO (BP, por sus siglas en inglés), REGLAMENTOS ADMINISTRATIVOS (AR, por sus siglas en inglés), DOCUMENTOS (E, por sus siglas en inglés) Y NORMAS DEL CONSEJO DIRECTIVO (BB, por sus siglas en inglés).**
9.11.1 Ninguno.
- 9.12 **APROBACIÓN DE PEDIDOS DE VIAJES DE ESTUDIO**
9.12.1 Ninguno.
- 9.13 **APROBACIÓN DE DESECHO DE LIBROS, EQUIPAMIENTO Y SUMINISTROS**
9.13.1 Ninguno.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

10.0 ARTÍCULOS DE ACCIÓN - ASUNTOS NUEVOS - El protocolo para los artículos de acción incluye una presentación del personal, preguntas del Consejo Directivo, contribución del público, cierre de la contribución del público, deliberación del Consejo Directivo, y votación del Consejo Directivo. Durante la contribución del público habrá un tiempo límite de 3 minutos por persona.

10.1 (p. 93) Consideración y posible acción respecto a la aprobación de la **Resolución #10-101719: resolución para enseñar, Título 5 80005, tareas fuera de la credencial autorizada; año escolar 2019-2020.**

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

10.2 (p. 94) Consideración y posible acción respecto a la aprobación de Michael Anthony Hermann y Leslie Sánchez, coordinadores de Examinación de Aptitud Física del Distrito Escolar Unificado de Williams, vigente en año escolar 2019-2020.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

10.3 (p. 96) Consideración y posible acción respecto a la aprobación del Plan Único para el Rendimiento Estudiantil para la Escuela Primaria Williams.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

10.4 (p. 146) Consideración y posible acción respecto a la aprobación del Plan Único para el Rendimiento Estudiantil para la Escuela Primaria Superior Williams.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

10.5 (p. 178) Consideración y posible acción respecto a la aprobación del Plan Único para el Rendimiento Estudiantil para la Escuela Secundaria Intermedia y Preparatoria Williams.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____

Lista de Asistentes:

Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

Abstuvo _____

Ausente _____

10.6 (p. 208) Consideración y posible acción respecto a la aprobación del contrato de servicios entre el Distrito Escolar Unificado de Williams y Servicios de Logro Educativo, Inc. para llevar a cabo un Instituto de Liderazgo Familiar.

Acción _____

Moción _____

Apoyada _____

Sí _____

No _____

Lista de Asistentes:

Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

Abstuvo _____

Ausente _____

10.7 (p. 213) Consideración y posible acción respecto a la aprobación del memorándum de entendimiento con Servicios de Interpretación Lilia para el Instituto de Liderazgo Familiar.

Acción _____

Moción _____

Apoyada _____

Sí _____

No _____

Lista de Asistentes:

Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

Abstuvo _____

Ausente _____

10.8 (p. 215) Consideración y posible acción respecto a la aprobación del viaje fuera del estado y de la orden de compra para Tim Wright para que viaje a Thomas Built Factory en Greensboro, North Carolina.

Acción _____

Moción _____

Apoyada _____

Sí _____

No _____

Lista de Asistentes:

Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

Abstuvo _____

Ausente _____

10.9 (p. 216) Consideración y posible acción sobre la aprobación de la propuesta Initial Sunshine Del Capítulo 556 de la Asociación de Empleados Escolares de California al Distrito Escolar Unificado de Williams.

Acción _____

Moción _____

Apoyada _____

Sí _____

No _____

Lista de Asistentes:

Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

Abstuvo _____

Ausente _____

10.10 (p. 217) Consideración y posible acción respecto a la aprobación del acuerdo con Stone Creek Engineering, Inc. para servicios de gestión de construcción para el proyecto de mejoras en el gimnasio.

Acción _____

Moción _____

Apoyada _____

Sí _____

No _____

Lista de Asistentes:

Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

Abstuvo _____

Ausente _____

10.11 (p. 241) Consideración y posible acción con respecto a la aprobación del acuerdo entre Pupil Transportation Information, LLC y el Distrito Escolar Unificado de Williams para una evaluación del Departamento de Mantenimiento y Transporte.

Acción _____

Moción _____

Apoyada _____

Sí _____

No _____

Lista de Asistentes:

Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

Abstuvo _____

Ausente _____

10.12 (p. 246) Consideración y posible acción con respecto a la aprobación del Acuerdo de Servicios Arquitectónicos entre el Distrito Escolar Unificado de Williams y Derivi Castellanos Architects para la Modernización del Ala Sur de la Escuela Secundaria Williams Jr / Sr.

Acción _____

Moción _____

Apoyada _____

Sí _____

No _____

Lista de Asistentes:

Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

Abstuvo _____

Ausente _____

10.13 (p. 272) Consideración y posible acción con respecto a la aprobación de la donación Under Armour al equipo de fútbol de la escuela secundaria Williams Jr / Sr.

Acción _____

Moción _____

Apoyada _____

Sí _____

No _____

Lista de Asistentes:

Abstuvo _____

Ausente _____

Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

10.14 (p. 279) Consideración y posible acción con respecto a la aprobación del Acuerdo sobre Impactos / Efectos de TK de Día Completo y Kindergarten y el Memorando de Entendimiento entre el Distrito Escolar Unificado de Williams y la Asociación de Maestros de Williams.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

10.15 (p. 281) Consideración y posible acción sobre la aprobación de la propuesta Initial Sunshine del Distrito Escolar Unificado de Williams a la Asociación de Maestros de Williams.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

11.0 COMENTARIOS DE LOS MIEMBROS DEL CONSEJO DIRECTIVO

12.0 ARTÍCULOS INFORMATIVOS Y REPORTES

- 12.1 (p. 282) Reporte de Inscripción del Distrito.
- 12.2 (p. 283) Distribución de Informes de Disciplina del Distrito.
- 12.3 (p. 285) Reporte trimestral de los Reclamos Uniformes de Williams, de julio a septiembre de 2019.
- 12.4 (p. 287) Indicadores locales LCAP. Un informe sobre el rendimiento en CA Dashboard y el progreso

13.0 FECHAS DE PRÓXIMAS REUNIONES

- 13.1 22 de octubre de 2019 (Especial - LCAP y especificaciones educativas).
- 13.2 21 de noviembre de 2019 (Regular).
- 13.3 12 de diciembre de 2019 (Regular).
- 13.4 16 de enero de 2020 (Regular).

14.0 AGENDA PENDIENTE – Éste es el momento de agregar futuros artículos a la Agenda Pendiente.

- 14.1 Propuesta inicial de Sunshine con la Asociación de Maestros de Williams

15.0 CONVOCATORIA A UNA SESIÓN CERRADA HORA: ____ P.M. En la Sesión Cerrada se tratarán los siguientes temas:

- 15.1 Disciplina/Despido/Suspensión de Empleado Público (Código de Gobierno 54957).
- 15.2 Conferencia con el Negociador Laboral (Código de Gobierno 54957.6)
 Superintendente Dr. Edgar Lampkin, Directora de Servicios Fiscales Mechele Coombs y Representación Legal.
 - 15.2.1 Empleados Certificados – WTA.
 - 15.2.2 Empleados Clasificados – CSEA Capítulo #556.
- 15.3 Conferencia con el Asesor Jurídico - Litigio anticipado Sección 54956.9 (d) (2):
 Número de casos: 1

16.0 REANUDAR LA SESIÓN ABIERTA HORA: ____ P.M. Medida tomada durante la sesión cerrada:

- 16.1 Disciplina/Despido/Suspensión de Empleado Público (Código de Gobierno 54957).

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

- 16.2 Conferencia con Negociadores Laborales (Código de Gobierno 54957.6)

Superintendente Dr. Edgar Lampkin, Directora de Servicios Fiscales Mechele Coombs y Representación Legal.

16.2.1 Empleados Certificados – WTA.

16.2.2 Empleados Clasificados – CSEA Capítulo #556.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

16.3 Conferencia con el Asesor Jurídico - Litigio anticipado Sección 54956.9 (d) (2):
 Número de casos: 1

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

17.0 **SUSPENSIÓN** HORA: _____ P.M.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Stoots ☐ sí ☐ no / Vaca ☐ sí ☐ no

El Distrito Escolar Unificado de Williams, sirviendo a Individuos con Necesidades Especiales en conformidad con la ley para estadounidenses con discapacidades, alienta a aquellos con discapacidades a participar plenamente del proceso de reunión pública. Si usted necesita acomodaciones o modificaciones relacionadas a su discapacidad, incluyendo asistencia y servicios auxiliares para poder participar en la reunión del Consejo Directivo, debe notificar por escrito a la oficina del Superintendente antes de la reunión regular para poder llevar a cabo todo esfuerzo razonable para acomodar sus necesidades.

Documentos de la agenda: Según lo establecido en SB 343, los documentos de la agenda distribuidos al Consejo Directivo con menos de 72 horas antes de la reunión estarán disponibles para inspección pública en la Oficina del Distrito Escolar Unificado de Williams ubicado en 499 Marguerite Street, Suite C, Williams, California.
LA PRÓXIMA REUNIÓN PROGRAMADA DEL CONSEJO DIRECTIVO SERÁ EL JUEVES 21 de noviembre de 2019 a las 6:30 P.M.

Publicado: 11 de octubre de 2019



Williams Elementary School
Amanda Zimmerman, Principal

Enrollment

Grade	Students Enrolled	Average Class Size
TK	20	21 Students
Kindergarten	100	22.4 Students
1 st Grade	100	22 Students
2 nd Grade	94	23.5 Students
3 rd Grade	101	20.2 Students
Total	415	22.05 Students

Instruction

Achievement Data Teams (ADT's)

Cycle one for both Math and English Language Arts will conclude for all grade levels by October 11th. ADT for all grade levels met in September to plan and prepare for cycle 2.

Sobrato Early Academic Language (SEAL)

Module 1

Transitional Kindergarten through 2nd grade are implementing unit 1 of the SEAL units of study. Last week, new teachers attended the SEAL Module 1 training and have been briefed on what to expect in regards to SEAL implementation for the next 2 years. Module 1 strategies are now being implemented in all classrooms.

Bilingual Convening

Dual Language Teachers as well as our K-1 SEAL coach and or Dual Language Coach attended SEAL Bilingual Convening. The focus of this convening was strengthening our bilingual units of study.

Principal Convening

Amanda Zimmerman attended SEAL Principals convening in Oakland on October 3rd. The purpose of this was convening was to understand the complexity of SEAL and strategies for guiding staff and coaches.

California Assessment of Student Performance and Progress (CAASPP) testing-

Practice CAASPP testing will take place for 2nd and 3rd grade between October 14th- October 25th. This allows students an opportunity to familiarize themselves with the test before 3rd graders officially take it in the spring.

School Sprit day!

Our 1st school spirit day was Sports Day! Students and teachers enjoyed dressing up in their favorite sports gear!



Williams Elementary School
Amanda Zimmerman, Principal



Upcoming Events

- Kindergarten Pumpkin Patch Field Trips
- Seal Unit Development days
 - Tuesday October 8th (TK/K)
 - Wednesday October 9th (1st grade)
 - Thursday October 24th (2nd grade)
 - Friday October 25th (3rd grade)
- SEAL Module training days
 - October 1-2nd Module 1 (New Teachers)
 - October 19-20th Module 4 (2nd-3rd grade)
- SEAL District Convening
 - October 25th
- Dia de Los Muertos
 - All of October teachers will be reaching out to families to help make a Dia de Los Muertos Alter in every classroom.
 - November 4th we will host a school tour for students to visit classrooms to see the alters.

Williams USD School Board Report
October 17, 2019

7.2

School Improvement Grant Coordinator / District English Learner Administrator

Migrant Education

The district has completed the Student Needs Assessment (SNA) forms for each Migrant student TK-12. This information will be used to complete their Individualized Learning Plan (ILP). The ILP is used to identify appropriate support programs for migrant students during the school year as well as for the upcoming summer.

The Williams Migrant Parent Advisory Committee (Williams MPAC) will meet on October 7, 2019 at 6:30pm in the District Parent Center, to complete the Parent Needs Assessment and review the By-laws for the 2019-2020 school year. Presentations on the topics identified on the Needs Assessment will be scheduled throughout the school year. The approved By-laws will be posted on the District website.

District staff has participated in training webinars covering updated information for Parent Advisory Committee, District Service Agreement, English Language Arts / Math Strategies and Migrant Service Logs. On October 11, 2019 district staff will be attending the Migrant Ed District Collaborative Meeting in Napa.

School Improvement Coordinator

The Quarter 1 Expenditure Report is due October 31, 2019.

English Language Learner Services

The updated results of the district's 2019-2020 Initial English Language Proficiency Assessments for California (Initial ELPAC) are below.

2019-2020 INITIAL ELPAC RESULTS (10.4.19)		TK	K	2	4	5	6	7	9	10	11
IFEP	Initially Fluent English Proficient	1	10	0	0	0	0	0	0	0	1
EL-Int	English Learner-Intermediate	2	26	0	0	0	0	0	0	0	0
EL-Nov	English Learner-Novice	13	30+2	1+1	2	2	1	0	2+1	2+1	0
TBD	To Be Determined	0	1		0		0	2	0	0	0
Total Students		16	69	2	2	2	0	2	3	3	1

District staff representing all sites attended On-Line ELPAC training on September 30 and October 1. Sites have developed their Assessment Schedule to meet the October 30 deadline and work within their existing events.

Respectfully submitted
Rosa M. Meza Villaseñor

Monthly Report

FLI FAMILY
LEADERSHIP
INSTITUTE

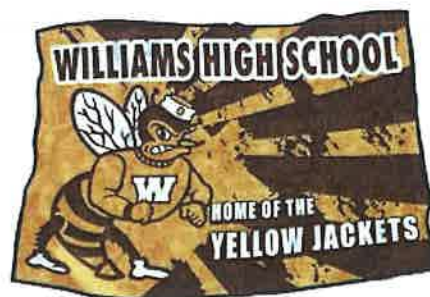


ca|be
California Association for Bilingual Education

Project **2**
Inspire

Williams Unified School District

Monica Vega-Mendoza District Liaison





Parents of Williams USD

***Come and participate in Project 2INSPIRE,
parent program offering academic support for your child***

You are cordially invited to be part of the Parent Leadership Program for parents on **Thursday September 5, 2019** at the following times in the

WES Parent Center Room 102.
1:00 -3:00 PM OR 5:00 -7:00 PM

SESSIONS TO DEVELOP PARENT INVOLVEMENT AND ACHIEVE
ACADEMIC SUCCESS OF YOUR CHILDREN emphasizing the importance of
building bridges to strengthen communication and bond between family and
school

Following sessions: LEVEL 1

September 5, 17, 19 ; October 3, 17, 30, 31
November 19, 20

Graduation November 20

Parents of Williams USD

***Come and participate in Project 2INSPIRE,
parent program offering academic support for your child***





PREPARING TOMORROW'S LEADERS



Williams Unified School District invites you to join **Consuelo Castillo Kickbusch, FLI Creator**, helping families and school community come together. Staff, Administrators, Parents, and community members are welcomed!

Registration Form: **Name:** _____

Circle one: Parent Staff

Contact phone number: _____

Food Allergies: _____

I understand my full attendance in all sessions stated is vital for the success of the program and my personal growth. I commit to participate on all four dates.

Signature: _____

LIMITED SEATING (ONLY 40 AVAILABLE) - SUBMIT REGISTRATION AS SOON AS POSSIBLE TO: WILLIAMS ELEMENTARY OR THE DISTRICT OFFICE 499 MARGUARITE STREET WILLIAMS

First, come first serve!



EDUCATIONAL
Achievement Services, Inc.

FLI program has evolved into a curriculum that helps families of diverse ethnic, racial, and cultural backgrounds grow as individuals, parents and leaders. The Family Leadership Institute is an engagement curriculum that focuses on providing families with the knowledge, tools and inspiration to help children succeed in school and in life.

Parents, teachers, staff, and administrators work together to enhance effectiveness for their children.

First come first serve basis (Only 40 spaces available) ACTFast!

Last day to turn in registration form: Friday September 27.

Please drop off registration form at District Office & or Williams Elementary.

Attention: Monica Vega-Mendoza

Date of Event:

Granzella's Banquet Hall

Friday October 11 5pm - 8pm

Saturday October 12 9am- 3:30PM

Career Center Williams JR SR High School

Friday October 18 5pm - 8pm

Saturday October 19 9am - 3:30pm





The poster features a blue sky background with colorful handprints in green, blue, and pink. The title 'parent engagement' is written in a large, colorful, stylized font. Below it, the text 'Join us Unase con nosotros' is written in a cursive font. The bottom section of the poster is a light blue box containing a table of meeting dates and locations. Below the table are three icons: a group of people holding hands, three interlocking puzzle pieces, and a human ear. The bottom of the poster has a green grass background with the text 'Lifelong Skills' and 'Destrezas de La Vida' in cursive, followed by the months of October, November, and December with their corresponding themes in both English and Spanish. At the bottom right, there is a logo for Williams High School.

parent engagement

Join us Unase con nosotros

compromiso de padres

Friday 11 October 2019	10:00 AM	WUSD	WES	102
Friday 8 November 2019	10:00 AM	WUSD	WES	102
Friday 13 December 2019	10:00 AM	WUSD	WES	102





Lifelong Skills
 October is Cooperation Month
 November is Problem-Solving Month
 December is Active Listening Month

Destrezas de La Vida
 Octubre es mes de Cooperacion
 Noviembre es mes de Encontrar Soluciones
 Diciembre es mes de Escuchar Activamente

Join us on our monthly Parent Engagement Meeting
Unase con nosotros a la junta mensual de Compromiso de Padres



Project 2Inspire Level 1

Project 2Inspire Level 1 enhances and reinforces parental engagement in our schools, develops the knowledge and skills of our parents, and provides information and tools you need to participate and collaborate with school leaders and teachers as part of the school community. It is a twelve-week series that started on September 5, 2019. Due to parents work schedule two sessions are offered to our parents 1pm to 3pm and or 5pm to 7pm. The series or modules discuss the following topics:

- 9/5/19 Modules 1 and 2: Parent Engagement and Building Bridges: Family and School Connections
- 9/12/19 Modules 3 and 4: Education in the Digital Era and U.S. System of Education
- 9/19/19 Modules 5 and 6: The Every Student Succeeds Act (ESSA) and Common Core State Standards
- 10/03/19 Module 7: Academic Programs
- 10/17/19 Module 8: Biliteracy Programs for English Learners and All Students
- 10/30/19 Modules 9 and 10: Role of Parent Committees and Beyond High School
- 10/31/19 – Modules 9 and 10 will repeat
- 11/19/19 Modules 11 and 12: Early Childhood Education and Setting Personal and Academic Goals
- **11/20/19** Modules 11 and 12 will repeat if necessary. **GRADUATION** – The Board will receive a formal invitation.

Family Leadership Institute (FLI)

The Family Leadership Institute is an engagement curriculum that focuses on providing knowledge, tools, and inspiration to help students succeed in school and in life. FLI will take place on October 11-12 and 18-19. Venue as follows:

Friday October 11 5pm - 8 pm at Granzella's Banquet Hall

Saturday October 12 9am - 3:30pm at Granzella's Banquet Hall

Friday October 18 5pm – 8pm at College Career Center Williams JRSR High School

Saturday October 19 9am – 3:30pm at College Career Center Williams JRSR High School

Seating is limited to 40 participants. Invitations to staff were sent via email. Flyers to parents for registration were sent home with students. Currently have 21 parents are registered to participate and only one staff member out of 12 invited confirmed and registered for the Family Leadership conference.

Parent Engagement Life skill of the Month

Starting Friday October 11 at 10 am at the Williams Elementary Parent Center Room 102, and continuing on the second Friday of each month, Toni Marquez, Toni Rangel, and I will be engaging parents on the life skill of the month. October is the month of Cooperation. I will share a short PowerPoint presentation on cooperation. Toni Marquez and Toni Rangel will engage parents with a self-reflect activity for themselves and for their children to embed teachable moments at home throughout the month.

Lunch Applications

I am assisting Kristi Ward with the outstanding lunch applications. She consistently emails and updated list of students that have not turned in their lunch applications. I assist by calling the families on the list and reminding them of the importance of turning in the applications to prevent an outstanding lunch bill.

MPAC Meetings

MPAC meetings started on October 7 at 6:30pm. The first meeting was held at Williams Elementary School (WES) room 107. The Parent Center Room 102, was not used for this meeting due to the room being utilized for the book fair. The first MPAC meeting reviewed the Bylaws and the Parent Needs Assessment. MPAC will have a special meeting on October 22, 2019 at WES Parent Center Room 107, to elect officials.

Future meetings will be as follows at WES Parent Center Room 102 at 5:30pm

10/22/19 Elections	2/10/19
11/22/19	3/02/19
12/02/19	4/06/19
1/21/19	5/11/19



Williams Upper Elementary School
Hector Gonzalez, Principal



7.4

Williams Upper Elementary School's Mission:

Students will experience: Communication, Collaboration, Critical Thinking, and Creativity daily

October 2019

Board Report

ENROLLMENT UPDATE

Grade Level	Number of Boys	Number of Girls	Average Class Size	Number of Students
Fourth	58	42	25 scholars	100
Fifth	62	48	27.5 scholars	110
Sixth	73	41	28.5 scholars	114
Independent Study	0	0	0	0
Total	193	131	27 scholars	324

As of October 4, 2019

ATTENDANCE

<u>Month</u>	<u>Number of scholars</u>	<u>Month</u>	<u>Number of scholars</u>	<u>Month</u>	<u>Number of scholars</u>
August	- 318	November	-	February	-
September	- 321	December	-	March	-
October	- 324	January	-	April	-
				June	-

Pledge of Allegiance:

Each morning, our school has one of our sixth-grade scholars lead us in the Pledge of Allegiance. This month, Mathew Cervantez has taken the initiative to lead us everyday. Thank you to Mathew for showing the Life Skill of Cooperation by working with us to deliver an important message.

Coming up events:

- October 4, 4th grade will travel to Shasta Lake to visit the Shasta Caverns as they study the regions of California.
- October 7, CAASPP Interim testing begins
- October 9, ELAC meeting
- October 15, PTO meeting
- October 17, CAASPP Interim grading
- October 25, Good Citizen Assembly
- October 30, Trunk or Treat!

Current Events Events:

Currently, our sixth-grade scholars are having a Chocolate sale to help raise funds to go to Shady Creek. Please, help us spread the word to make our fundraising activity a success.

SEAL Update:

On September 17th & 18th the WUES teachers attended SEAL Module I training. The module focused on Oral Language strategies that the teachers will be implementing in an upcoming thematic study unit. A demo lesson was taught by our SEAL coach, Joanna Meadvin, in one of our 4th grade classrooms. There, the

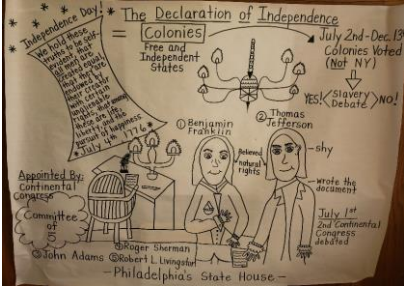
teachers were able to see how the strategies are utilized and how they support student’s oral language development. The following week each grade level participated in a unit development day. This day provided teachers the time to dig into the content of an upcoming unit, identify the “big ideas”, and align and plan for implementation of the strategies they were trained on. Some teachers have begun to practice these strategies within their current unit of study.



Miss Martinez and Mrs. Ross using the Draw and Label Strategy to teach about Egyptian burial practices and the afterlife.



4th Grade Planning Grid



5th Grade Draw and Label



Miss Gurule using the Chant strategy to teach Explorers Migrants



4th Grade Chant to teach about Early CA

4th Grade Highlights:

4th Grade has been a busy bunch. Scholars have been learning about absolute location using latitude and longitude. They have also been working on their SEAL strategies using planning grids. Scholars have also been working on creating a map of California using natural resources like beans, rice and other such items to differentiate between regions.





Williams Jr/Sr High School Report to the Board Oct. 2019

7.5



Enrollment update: Active Students

August 2, 2019	W J/S HS	WASP	Ind.	Total
7 th Grade	110	0	0	110
8 th Grade	108	1	0	109
9 th Grade	119	13	0	132
10 th Grade	96	7	0	103
11 th Grade	96	1	2	99
12 th Grade	85	12	4	101
TOTAL 7-12				

- Need to update enrollment, Migrant Camp will close Oct 18th and will lose between 15-20 families

Principal Update:

Administration working on first round of observations in the evaluation cycle. Should be complete by Oct. 11th. Focusing on improving Rigor, Relevance and Engagement. Also focusing on employee need and area of growth they choose.

Continuing to work on assessing the school, school climate/culture and systems for student success and collaboration for collective efficacy. Impressed with the work thus far and we have several areas of growth.

Organizational Leadership Team-working on improving systems including systems of support and clarifying MTSS-multi-tiered system of support- goal improve Tier 1 classroom instruction schoolwide

Instructional Leadership Team (Dept. leaders)- meet monthly w/Principal monitoring each departments implementation of curriculum/instruction and cycles of data and assessment.

Curriculum/ Instruction and Assessment:

1. First Round of Achievement Data Teams will convene with Coach Loan Oct. 24/25. All Day subs. Loan's focus: teacher clarity, teacher expectation, and understanding a full cycle of data teams.
2. Grading- staff deadline to post mid progress report grade is Oct. 4th. Principal will pull data and check number of D's and F's
3. Preparing for Oct 14th all day PD
 - a. Site Based Morning-AVID WICOR framework
 - b. Google Suite
 - c. Renaissance Training



Williams Jr/Sr High School Report to the Board Oct. 2019



ECHS (Early College High School) work continues

1. Met with new WWC president, Mr. Artemio Pimental. He would like us to have discussion around attendance system, moving towards semester course, and rigor in the college classes.
2. Williams is up from last year in courses offered and sections. We offer 5 courses and 8 sections.
3. Veronica Solis just finished up enrolling all dual enrollment student in Woodland community College. She has begun the Senior process for applications and scholarship , working 1:1 w/ college bound students

CTE (Career & Technical Education)

1. AG CTE will be reviewed by new Regional Manager Oct. 8th. Look forward to feedback and findings.
2. Digital Media continues to work with Youth Cinema Project. And Mr. Welcome continues to build a foundational program for our students and community.

Learning Supports:

ASSETS/ASES

Tutoring is up and running for ASSETS Tuesday-Friday with transportation.

ACES continues

Math Lab Tue/Thurs w/Alex Smith

Internship Module to begin soon-will be able to place on student transcript under 'activities' in ARIES

PBIS: Positive Behavior Intervention System

Continuing to roll out our SWARM motto, improve behavior supports. We have begun auction for swarm bucks and rewards. Changed system for tardies, cutting class and Saturday School. Will use more inhouse suspension as an intervention instead of suspension. This will be a cost savings for school and keep students in school.

Student Clubs:

ASB is in full swing and preparing for Homecoming. Oct.18th day of events (during school and evening) have been set.

Clubs-all clubs had a lunch recruitment day. Clubs set up stations and tables to advertise what they provide for student.

Estefania Guillen Aceves
INTERNSHIP COORDINATOR
PROGRESS REPORT



WORK ACCOMPLISHED:

Internships: Interviews for the internships were completed in two rounds. Both rounds, Juanita Parra, the MEAP Advisor stepped in to help. I helped the students plan and practice for both rounds.

Internships have officially started in the following places: Harper's NAPA Auto Centers, Williams Hardware Store, Dr. Yvan C. Quintana Castrillon Dentist Office, Williams Animal Clinic and JV's Grooming. One intern is in each of the locations except for JV's Grooming; I have two interns stationed there. Before the start of their internship (in the beginning of the month of September), I met up with each of the internship providers with the interns. We spoke about the times that would be best for both the interns and the internship providers, the "uniform" the students needed to use, and the duties that would be required of them. The intern's schedules are throughout the week with most of them completing their hours on Saturdays. We are meeting throughout the week to complete self-evaluations and journal entries.

Through hard work and various meetings, we were finally able to achieve Transcript Recognition. We will now be able to have "Internship" on the student's transcript. I have yet to meet with Veronica Solis and Leslie Sanchez to learn how to do so. This is only our first step towards our goal. We want to be able to get transcript credit for our students.

Work Opportunities: Juanita Parra helped me conduct interviews for the translators/interpreters on September 23, 2019. Ten Translators/Interpreters have been hired to help us with our Family Resource Center that we are starting in the elementary school and the teacher conferences for the elementary school and the upper elementary school. I have taken the translators/interpreters to see room 101. That same day we had a meeting discussing what needs to be done, any ideas/input that they want to give, the training and orientation date, hiring documents, and the rules set forward. We discussed grades as well; if they have an F or a D, they will not be able to show up to work until the grade is improved. I have spoken with several teachers with the students and gotten multiple grades up.

Two tutors have also been hired to help Ms. Duenas and Ms. Herrejon with the afterschool tutoring program. All documentation was submitted to our HR department. They just submitted their first timesheet and will be getting paid on October 10.

In addition, one tutor has also been hired to assist with the afterschool program. He will be teaching other students how to use the technology in Mr. Welcome's classroom. Our plans are to extend the help to the outside community as well to help other individuals. For example, videos for a local bodybuilder. Technology tutor is set to start on October 3, 2019.

The position of “Nutritional Support Intern” is still open and candidates will be interviewed on October 4, 2019. This student will be helping Kristi Ward and her staff in the cafeteria.

Family Resource Center: A meeting was set with the translators/interpreters on 09/26/2019. We went to Room 101 at the elementary school to show them the space where they were going to be working in. There we went over an agenda, which included space and our vision, a training day, hiring documents and rules for the resource center. We will officially start on October 7, 2019.

The students and I also spoke about the items we hope to bring to the family resource center. We would provide the translating/interpreting service of course. We would also like to provide nutrition awareness, application help, parenting classes, etc. One way we can do this is by having an outside source come and help with those aspects.

I met up with the staff from Family Action Centers of Colusa County to see if we can use them as a resource. I got their contact information from Dr. Lampkin. I asked if there was a possibility if they would be able to go to our family resource center during the time we will be open. I am still waiting on the reply from Ginger Harlow, the Executive Director for First Five for the Family Action Centers of Colusa County. Although I have gotten progress in this part of the project, I want to ensure I we have a suitable space before we invite the center over.

Community Service: When I was contacting employers, I got ahold of Kate Dunlap from Williams City Hall. She let me know that she was unable to help with providing an internship but that she wanted to help the high school a different way. That is when I mentioned that I wanted to help students build their resume. One way I wanted to be able to do that was through creating community service events. She was ecstatic to hear about that. She let me know that she would send me information about events that she would be creating.

I went in search to see if there was a lead in the high school to help me with this project. I was not aware that Williams Jr. /Sr. High did not have a staff member who was lead with community service events. Therefore, I stepped up and took on the challenge. So far, I have three community service events for our students. One is for the city through youth basketball and youth flag football. I need positions for assistant junior coaches (18 positions), statistics recorders (6 positions), scoreboard recorders (8 positions), referees (4 positions), and chain crew (6 positions). There are different dates for the different seasons. The second opportunity is for JV's Grooming. He needs as many volunteers to help him move facilities. He will need volunteers between the dates October 12 through October 27. The third and final opportunity for now is the District Liaison assistant. Monica Vega, the District Liaison, let me know that she was in need of help and that she had received approval from Dr. Lampkin to have an assistant. The assistant would be helping Tuesday and Thursday from 3:30pm to 4:30pm. Duties would include calling parents, making flyers, and making copies.

Workshops: Edith Duran and I have met up multiple times to talk about possible workshops we can have for the students. Once she is fully established and I have a little bit more free time, we will have cover letter workshops, how to prepare for an interview workshops, and resume workshops. Workshops will be open to any student wanting to learn.

VirtualJobShadow.com: The school is trying to get the website virtualjobshadow.com established in the Williams Jr. /Sr. High School. I met up with Dr. Lampkin, Veronica Solis, Dr. Odell, and a couple of representatives from Tri-County ROP/CTE. We spoke about the opportunity to bring up the website to help the students. Dr. Lampkin asked me to take the lead on this project as well. Andy and I set an appointment to meet for September 12 at 9:00am. Unfortunately, Andy had to cancel the appointment for personal reasons. We rescheduled the meeting for October 10 at 10:00am. In this meeting, Edith Duran, the GEAR Up coordinator will be included. She works with the 7th and 8th graders, which is why I felt like she would be great to have on the committee.

Extra: I was officially hired to start on September 9. Over the span of the September month, I completed several tasks I created for myself. I created a logo for my internship program. It is still being worked on and hopefully I can finish it soon. I changed rooms from room 318 to room 308 at the high school. I also helped Ms. Sebree with homecoming. I also was lucky to be a volunteer and help Ms. Hedley at Challenge Day. It was an impactful experience. Lastly, I signed myself up to be the Jr. High Assistant Coach.

WORK IN PROGRESS:

Internships: I have had constant monitoring of the interns at their internship sites. Reflection will be done throughout the semester with journals and weekly meet ups. Meetings with interns are to be T & W from 3:30 to 4:30. Subjects we will be talking about in these meetings include but are not limited to work incidents, work duties, accomplishments, skills we need to work on, skills we have strengthened, 5-year plans, etc.

Work Opportunities: I am currently working on getting all of the work permits, hiring documents, and forms back from the positions I hired for. I have collected all documents for the tutors as stated above, as well as the Technology Tutor. I am still waiting on documents from the Translators/Interpreters. Start date for the Translators/Interpreters who get clearance will be on October 7, 2019.

Currently, I am going through the hiring process for my Nutritional Support Intern. Interviews will be October 4, 2019. Candidate will be hired on October 7, 2019 if all goes well.

Family Resource Center: My students and I are researching the needs we have in regards to the family resource center. We came up with a list and will need to make sure we have the following items: shelves, cabinets, desktops/laptops, business cards, calendar, printer and couches/chairs. We are still trying to get the room cleared out but unfortunately have not been able to do so. Keith and Angel, our Maintenance, Operations and Transportation men will be helping us the next couple of weeks.

The following steps will be to follow up with the Family Action Centers of Colusa County and set up the room.

Community Service: I have spread the word around about the community service events I am offering. I have posted flyers around the school and posted all the community service events on the bulletin board.

WORK REMAINING:

Internships: Meetings, like stated above, will be reoccurring all semester. We have yet to complete the project assigned for the internship. Progress will be noted through progress reports.

I also have yet to be trained in Aeries for the Transcript Recognition section of our Internships. Meeting with Veronica Solis, Leslie Sanchez, and other parties is to be scheduled promptly.

Work Opportunities:

The students will also need constant monitoring while they continue their jobs. I will check up on them and also have meet-ups like the interns. I want to ensure our students have the highest grades they can have so I am thinking of getting a study session started for them.

Family Resource Center: The students and I also came up with a couple ideas that we would like to achieve for the Family Resource Center. We will have to do a couple of work to get it started of course. Moving the items out of Room 101 is top priority. Once that happens, we will tear down anything we don't need and move the furniture to accommodate the students and families coming in. After we have the room set, the students and I will call parents to let them know about the services that we are providing. We hope to reach all parents from each of the school sites. We will also make flyers and post them around the community.

We also have some ideas for the room. We want to make a wall that reads, "Meet our Translators/Interpreters". We will have pictures of our students in professional attire with some information about them. Along with our "Meet our Translators/Interpreters", we also want to make business cards for them for them to present to people out in the community. This not only increasing their professionalism but also opening the doors for networking opportunities. We also want to create shirts for us that we can keep in Room 101. This would show the unity and the professionalism have.

Community Service: I have been contacting seniors little by little and getting them signed up. I will continue to call in seniors the next couple of weeks and letting them know individually about the opportunities at hand.

Workshops: Workshops will be set up in the near future with the help of Edith Duran, GEAR Up Coordinator.

VirtualJobShadow.com: Meeting with Andy Haas and Edith Duran will take place on October 10 at 10:00am in my office. Progress will be noted in the next report.

PROBLEMS ENCOUNTERED:

Internships: Student interest is a problem that I have encountered for my internships. I had my first round of interviews on September 9. Before this round of interviews, I went to present to about five classrooms focusing on the curriculum tied to the internship. Initially, that is how I set up my program. I wanted to tie the internships to certain classes. After only receiving four applications, I decided to open a second round of recruiting and change my internship program. I based my internship program on DaVinci High School's internship program. I decided to open

my internships to include any Jr. /Sr. High School student interested. I then created two separate PowerPoints to present to more classrooms. I contacted the high school teachers and asked for permission to present to their classes. I ended up going to about twenty classes and presenting to the students the importance of internships and their benefits. I ended up getting two more applications from students and scheduled interviews for September 23. With the help of Juanita Parra, we concluded the second round of interviews and had two more internships filled.

Work Opportunities: The only problem I have encountered for my work opportunities would be the availability of staff to help with interviews and be more involved. Since I am new, it was a bit hard for me to establish relationships right away with staff. I have been working on that, I have been getting more, and more help from everyone. I want to see if there is any way I can get the staff involved more with the internship program. I want to unify the staff, the administration, and the community.

Family Resource Center: The biggest issue I have thus far in regards to the Family Resource Center is the room. It is full of boxes and boxes of supplies. It is very hard to walk in there. I have contacted Amanda Zimmerman multiple times in regards to the supplies and she has passed the message over to the teachers. Unfortunately, the teachers do not have any other place to store their supplies. This has pushed back my agenda immensely. My plan is to move everything to the side so we can at least start brainstorming ideas and calling parents.

Overall: Overall, time is a huge problem that I have encountered. I have many projects that I want to complete and I always feel like a couple hours added to the end of the day would really help. There really is no solution to this problem. I will just continue to do my best and above all, help the students and the community around me.

MOT Board Report Oct 2019**Projects-Information:**

Operations: Scheduling a professional custodial seminar for Thanksgiving break.
“Working smarter not harder”.

Carpet replacement scheduled for 3 classrooms and MPR entryway per FIT report findings.

Scheduling girl’s north bathroom and boy’s south bathroom paint projects.

Maintenance: New trash compactor was installed on Tues 9/10. Still dealing with HVAC issues for the month given the high temps. New Pelican thermostats installed at the HS main building and Gym are providing more control and remote monitoring from maintenance. Classroom time interruptions have been reduced.

79 Work orders completed.

20 Facilities Set up’s.

6 Room moves district wide.

15 Athletic/field trips.

Football Field prepped and rejuvenated.

Transportation: Routes and trips continue to present challenges with one less bus driver. Increased ridership from Valley Ranch have forced the use of (2) school busses for both morning and afternoon routes. Camp closure is scheduled for Oct 18th. 45 day inspections complete with only few minor issues that have been resolved.

Solar Field operating within designed parameters. Sept production at 81.5 Kwh.

Williams Act school facilities inspection walk through with Colusa County Supt of Schools Mike West is scheduled for Oct 15th.

End of Oct 2019 MOT Board Information Report.

Tim Wright

Projects:

- The G suite domain is in production. Google classroom is now integrated with Aeries Gradebook. The teachers can now import grades for their classroom projects to their gradebook automatically instead of entering the grades manually.

Notes:

1. Microsoft Office 365 student email and network access activity is monitored 24/7 to keep our students safe. Staff and teachers need to use their school email when collaborating for class assignments or school business. If the Internet filtering is bypassed for the students, then there is no 24/7 provision for monitoring. This puts our students at risk.
2. Now that teachers and staff have a G-Suite as well as Office 365 accounts provided by the school, they need to use this account for storing their data in the cloud. Personal accounts should not be used for school business, especially for Shared Drive data.

- Clever implementation and configuration for SSO (Single Sign On).

Please see a snap shot of usage activity for the applications supported for the last 7 days of September.

Note: Clever is provided at no cost to all schools; they make their money from the application vendors. The following applications are not yet supported through Clever: Renaissance -Star, Renaissance Accelerating Reading, iLit, Think Central (Go Math), Levered, College Preparatory Math (CPM), and Math Shelf. Clever and some of these applications are currently working on an agreement so the applications will become available in the future through Clever.

- Implementation of 330 HP Stream 11 computers to replace older devices with limited space. Completed.
- Implementation of 39 Prowise devices to all WUES and most of the high school classrooms. Completed. Training sessions are in process.
- E-rate process for the 2019-20 applications: Purchase orders have been submitted to the vendor that won the e-Rate bid process. Installation is targeted for early June 2020.
- Installation of 20 desktop computers to replace older staff computers at all sites: In process. I am trying to work around each person's work schedule to complete with minimum disruptions.
- Microsoft Windows 7 operating system will not be supported after January 14, 2019. There are still a few Microsoft Windows 7 desktops in use by our staff. We are in the process of upgrading them. This will be done before January 14, 2019.
- **Cameras:** There is a need to upgrade the camera system and increase the number of cameras in certain places. We are in the process of looking into some vendor and camera options and more information will be provided on this subject at a later time.
- **"EduNet" and "1-Million" Projects:** WUSD is working with CCOE (and the other districts) to create our own LTE (Long-Term Evolution) Wireless network to give students the use of the schools' internet at home. We call this "The EduNet". CCOE believes that this larger project is less than a year out from being implemented. The 1-million project is part of this solution. We received 59 hotspots and deployed 46 of them to our students who were qualified for this grant. This is only available for students in grades 9-12.












Daily Activities:

- Continuing with maintenance of student laptops class by class.
- Inventory Maintenance: Maintaining technology equipment moves, upgrades, renaming and relabeling.
- Provided technical support for all known issues to users. In addition to phone calls and email requests, there were over 150 help tickets that were submitted and completed in September, some with multiple requests.

Note: Please use the Help Desk to report ANY issues you are having so that we can rectify your concerns.

Conference: I will be attending the CETPA conference during the week of November 11 through 15, 2019 at Anaheim. (California Educational Technology Professionals Association).

Snap shot of usage activity for the applications supported in Clever for the last 7 days in September:

	Access Manager LAUNCHED	Rostering	Posters only	
	Renaissance Place NO CREDENTIALS SET	SSO (Saved Passwords)	Students	Teachers
			0	0
	McGraw Hill Wonders NO CREDENTIALS SET	SSO (Saved Passwords)	Students	Teachers
			0	0
	McGraw-Hill LAUNCHED	SSO	Students	Teachers
			29	5
	Galileo K-12 LAUNCHED	SSO, Rostering	Students	Teachers
			59	0
	Imagine Reading LAUNCHED	SSO, Rostering	Students	Teachers
			60	2
	Imagine Español LAUNCHED	SSO, Rostering	Students	Teachers
			92	0
	Imagine Math Facts LAUNCHED	SSO, Rostering	Students	Teachers
			625	0
	Imagine Math LAUNCHED	SSO, Rostering	Students	Teachers
			1.2K	6
	myON LAUNCHED	SSO, Rostering	Students	Teachers
			1.6K	6
	Imagine Language & Literacy LAUNCHED	SSO, Rostering	Students	Teachers
			3.2K	22

Meal Counts:

7.9

Elementary : 417 Enrolled

Breakfast	Free	Reduced	Paid	Total	Lunch	Free	Reduced	Paid	Total
Served	3194	835	393	4422		5438	1352	678	7468
% Participating	54.09%	54.47%	37.57%	52.12%		92.09%	88.19%	64.82%	88.02%
2018/19 Compare	56.38%	54.23%	35.72%	53.73%		92.99%	90.58%	67.74%	89.81%
2017/18 Compare	61.19%	50.96%	31.84%	55.47%		94.30%	92.28%	59.96%	89.92%
2016/17 Compare	57.49%	60.30%	36.22%	52.48%		93.18%	93.90%	58.21%	84.32% Non Pricing Year
2015/16 Compare	48.19%	40.11%	25.18%	41.75%		91.41%	87.27%	65.14%	84.80% Non Pricing Year

Upper Elem/High School: 965 Enrolled

Breakfast	Free	Reduced	Paid	Total	Lunch	Free	Reduced	Paid	Total
Served	7252	1697	655	9604		8614	2070	941	11625
% Participating	50.77%	45.09%	28.34%	47.18% **		52.83%	48.25%	35.02%	49.93% ***
2018/19 Compare	58.64%	56.67%	33.45%	55.43%		58.20%	56.75%	36.36%	55.45%
2017/18 Compare	59.25%	55.84%	35.07%	55.07%		57.36%	53.03%	37.39%	53.59%
2016/17 Compare	61.61%	54.83%	42.85%	56.25%		63.41%	55.60%	41.50%	57.15% Non Pricing Year
2015/16 Compare	57.08%	54.81%	36.02%	53.01%		65.15%	59.03%	39.06%	59.43% Non Pricing Year

Summary:

Elementary: Percentages of students eating remains strong.

High School: Percentages of students eating has declined from | Our staff will continue our strive of high quality food and customer service to attract the students not partic I will break down by age/group for clarification.

** 4th-6th Breakfast 49.76%, 7th-8th Breakfast 41.86%, 9th-12th Breakfast 54.48%

***4th-6th Lunch 88.31%, 7th-8th Lunch 64.93%, 9th-12th Lunch 36.66%

Application Counts:

Elementary	86.33% Free & Reduced	
High School	87.67% Free & Reduced	Compare 2018/19 88.58%
Combined	87.27% Free & Reduced	Compare 2017/18 86.33%
Directly Certified	48.08% (Goal 62.5% for 100% reimb. Community Elig.)	

Financial:

EZ School Pay has brought in \$	\$1,869.85	Cash Sales \$	\$7,489.80	Total Cash:	\$9,359.65
Outstanding balances owed \$	\$5,324.55	Total Cash Due for(Reduced & Paid portion of meals) September \$8988.75			
Auto Dialers go out Tuesday & Friday. Statements mailed home on the 1st each month.					

Trainings/Misc.:

The High School Leadership class attended a food tasting in the MPR this month. We were sampling different Chicken Patty products.

A representative from Rich Chicks brought in new suggested products for scholars to sample against our traditional products.

I attended a workshop & Food Show in Loomis on 10/1/19. The focus was on roasting veggies & different seasonings that can be used.

Respectfully,
Kristi Ward
Food & Nutrition Director

Nutrition Matters



Board Report Oct 17, 2019

Mechele Coombs, Director of Fiscal Services and Accountability

Business Office Operations

The business office is still working on adding in all the carryover grant and entitlement funds from 2018-2019 to 2019-2020. We are also working on adjusting the budget to reflect the 2019-2020 grant award notifications.

First interim is fast approaching. We are reconciling the budget to position control and payroll. All adjusting entries will be included in our 1st Interim report that will be presented to the Board at the December board meeting.

Escape

Both Vera and Roxanne attended the Escape training that was held in Sacramento. They brought back ideas of how to use the software to improve our processes. We will be working on implementing some additional features of the software to continue to streamline our processes.

Citizens Bond Oversight Committee

The first meeting for the 2019-2020 year is scheduled for 10:30 a.m. October 10, 2019 at the district office. We now have a full committee at 7 members.

Construction

Clark Sullivan has installed a time-lapse camera, which takes pictures approximately every 5 minutes of the construction area where the new Elementary School Multi-Purpose Building is being built. The link to the camera is located on our district website.

WILLIAMS UNIFIED SCHOOL DISTRICT**BOARD OF TRUSTEES REGULAR MEETING**

Thursday, September 12, 2019, Regular Meeting

MINUTES

- 1.0 CALL TO ORDER** – Board president, Silvia Vaca, called the Regular Board meeting of the Williams Unified School District Board of Trustees to order at **6:30 PM** on September 12, 2019, in the College & Career Center, located at 260 Eleventh Street, Williams, California. A quorum was established.

2.0 ROLL CALL

Trustees Present: Silvia Vaca, President
George W. Simmons, Vice President
Ana Leos-Vera, Member
Maryah Stoots, Member

Administrative Staff: Dr. Edgar Lampkin, Superintendent
Amanda Zimmerman, Elementary Principal
Rosa Villasenor, SIG Coordinator/ELL Administrator

ASB Representative: Substitute Paola Orduno

Audience: Mechele Coombs, Vangelis Bolias, Tim Wright, Candice Bersola-Vallejos, Monica Vega-Mendoza,

- 3.0 PLEDGE OF ALLEGIANCE** - Board president, Silvia Vaca, led the Board and audience in the Pledge of Allegiance.

4.0 APPROVAL OF THE AGENDA

A **MOTION** was made by George W. Simmons and **SECONDED** by Ana Leos-Vera to **APPROVE** the agenda with the amendment of tabling action item 12.11 to a future meeting. **Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

- 5.0 AUDIENCE/VISITORS PUBLIC DISCUSSION** – Board president, Silvia Vaca welcomed all visitors and invited them to speak at this time on any school-related item not scheduled on this agenda but within the jurisdiction of the Board may do so at this time. Please state your first and last name. The meeting is being taped and all comments are being recorded. Board bylaws limit speaking time to 3 minutes per speaker and 20 minutes per item.

- 5.1 ASES Coordinator Candice Bersola-Vallejos addressed the Board regarding the ASES after school program. Scholars held a food pantry competition to model the life skill of effort. The Kindergarten donated the most items and earned a pizza party. The ASES program was able to donate a total of 218 items. They plan to give the items to families in need. The ASES scholars also made signs for the High School Cross Country team and cheered for runners during their meet. The ASES staff met to discuss state requirements and compliance. Staff members were given an assignment of noting areas they are doing well in and areas of growth.

6.0 PUBLIC HEARING (6:37 PM)

- 6.1 Resolution #05-091219: Sufficiency or Insufficiency of Instructional Materials
6.2 Resolution #06-091219: Gann Limit

7.0 CLOSE PUBLIC HEARING (6:38 PM)**8.0 PRESENTATIONS**

- 8.1 Williams Secondary School substitute ASB Representative, Paola Orduno addressed the Board and stated volleyball, football, cross-country and cheer are going on. The Rice Bowl football game is this Friday. There will be a rally at the football field on Friday for 7-12 students. The Homecoming theme will be decided at the next ASB meeting on September 23rd. There will be a Color Run on September 21st. Cheerleaders will be selling

spirit gear at football games. There is a new club on campus for 7th and 8th grade students called Club Live. It is a Jr. High version of Friday Night Live for student bonding and events.

- 8.2 Construction Update – Jeff Threet, Stone Creek Engineering, Inc. addressed the Board and shared a PowerPoint with pictures of the Elementary construction. Michael Flores of Clark/Sullivan detailed for the Board where the construction contingency funds were spent. The play courts, water table, soil issues, and additional work requested by the City at the four-way stop contributed to the use of funds thus far. Tonight they are asking to increase the contingency fund again an additional \$300,000. There is still about \$5 million worth of work on the Multipurpose building to complete.

Trustee Maryah Stoots commended the construction crew for being mindful of the parking lot traffic and noise level. She is very impressed with their work.

9.0 ADMINISTRATOR'S REPORTS

- 9.1 Elementary School Principal, Amanda Zimmerman stated enrollment is up at the Elementary with several new Transitional Kindergarten students. The site met with Loan Moscorro to schedule out their Achievement Data Team process for the year. Sparkles have been aligned to PBIS. Back to School Night was a success. The PTO donated food and the Williams Fire Department brought their BBQ to cook for everyone. It was a great event.

Trustee Stoots asked for an update on the Dual Immersion program at next month's Board meeting.

- 9.2 SIG Coordinator/ELL Administrator, Rosa Villaseñor distributed a handout and stated she attended a Migrant Education debriefing meeting for the Summer Academies. She wanted to give kudos to Veronica Solis, Candice Bersola-Vallejos and Michelle Jorge for their work over the summer. Mrs. Villaseñor has been cross referencing the list of EL students for data reporting. A conference call with the California Department of Education was held regarding SIG expenditures. This is the second to the last year of the SIG grant and the district is looking at the sustainability of grant funded services.

Dr. Lampkin stated the SEAL coaches are the sustainability of the SEAL program.

Mrs. Villaseñor provided ELPAC results by grade level. Students will field test the online version of the ELPAC test.

Trustee George W. Simmons questioned the amount of supply money given to teachers from the SIG.

Principal Amanda Zimmerman stated all Elementary teachers receive \$300/year to use from site lottery funds. Dual Immersion teachers receive an extra \$100 from the SIG and new teachers also receive an extra \$100 from the SIG.

Dr. Lampkin stated this is more supply money than the teachers have ever received.

Trustee Stoots requested at the next Board meeting to hear the steps taken to have an EL student pass the ELPAC test.

Board president Silvia Vaca stated that even larger districts don't have the supply budget that our teachers receive.

- 9.3 Upper Elementary School Principal, Hector Gonzalez submitted a written report.
- 9.4 Secondary School Principal, Dr. Mary Ponce submitted a written report.
- 9.5 Maintenance, Operations and Transportation Director, Tim Wright submitted a written report and stated he attended the Thomas Built training in Nevada. Next year he would like to send a mechanic. Mr. Wright questioned the Board's stance on food in the classroom.

Dr. Lampkin stated Mr. Wright needs to follow the proper protocols and meet with the Jr/Sr High Principal first to discuss and address the matter.

- 9.6 Technology Director, Vangelis Bolias submitted a written report and stated 50 secondary students have been identified to receive hot spots to use at home for education purposes. To meet E-rate requirements Mr. Bolias met with the admin team to discuss the Child Internet Protection Act (CIPA). There is annual student training that must be done on internet safety and etiquette. Mr. Bolias demonstrated how students log in to a HP Chromebook. Mr. Bolias stated within a 24-hour period there are 1400-1500 devices connected within our district.

- 9.6 Food and Nutrition Director, Kristi Ward submitted a written report and stated outstanding balances are up to \$3500. There are 175 outstanding meal applications district wide. They have implemented the Fruit and Vegetable grant at the Elementary School, which includes nutrition education.

Trustee Stoots questioned what time period students receive the snack for the grant.

Mrs. Ward stated Elementary teachers distribute the snack prior to the 1:00 p.m. recess.

- 9.7 Director of Fiscal Services and Accountability, Mechele Coombs submitted a written report and stated the district books are closed. District auditors will be on site on September 25th and 26th. She will then focus on preparing the First Interim report. District office staff is working on updating the Employee Portal in ESCAPE so that employees may monitor their leaves and view their paychecks.

- 9.8 District Superintendent and Secretary to the Board, Dr. Edgar Lampkin submitted a written report.

10.0 EMPLOYEE GROUPS BOARD REPORTS

- 10.1 Certificated Employees – Williams Teachers Association – No report.
10.2 Classified Employees – California School Employees Association Chapter #556 – No report.

11.0 ACTION ITEMS – CONSENT CALENDAR – Certain items, which require review and approval by the Board of Trustees, are routine in nature because they are self-explanatory, non-controversial, or repetitious. These recommended items are grouped as a consent item for automatic approval after the Board president determines there is no request to separate any items for independent consideration.

- 11.1 **BOARD MINUTES** – Request to approve Board minutes
11.1.1 August 6, 2019 (Special Meeting)
11.1.2 August 15, 2019 (Regular Meeting)
- 11.2 **BILLS/WARRANTS** – Request to approve warrants list, special variable payroll (Hirschfield)
- 11.3 **MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries (T. Rivera)
11.3.1 Prepared by Toni Rivera, General Ledger Report and Bank Reconciliation Report, Williams Middle School Checking Account, July 2019.
11.3.2 Prepared by Lucila Mendez, General Ledger Report and Bank Reconciliation Report, Williams High School Checking Account, July 2019.
- 11.4 **SERVICE AGREEMENTS/CONTRACTS**
11.4.1 Teams Rise Together Quote for Williams Upper Elementary School Swimming Program Fall 2019.
11.4.2 James Marta & Company LLP Agreed Upon Procedures Engagement Letter.
11.4.3 Change Order #114-99 for Clark/Sullivan Construction for the Williams MP Building.
11.4.4 Change Order #115-99 for Clark/Sullivan Construction for the Williams MP Building.
11.4.5 Change Order #116-99 for Clark/Sullivan Construction for the Williams MP Building.
11.4.6 Change Order #124-99 for Clark/Sullivan Construction for the Williams MP Building.
11.4.7 Change Order #127-99 for Clark/Sullivan Construction for the Williams MP Building.
11.4.8 Change Order #122-99 for Clark/Sullivan Construction for the Williams MP Building.
11.4.9 Agreement with the Colusa County Office of Education for School Improvement Grant implementation, refinement of program evaluation, monitoring and technical assistance for SY 2019-2020.
11.4.10 Contract for Services between Veronica Robbins and Williams Unified School District for grant seeking and writing services through June 30, 2020.
11.4.11 Contract for Services between Veronica Robbins and Williams Unified School District for evaluation services for the ASSETs program for Williams Jr/Sr High School through December 31, 2021.
11.4.12 Modified Clinical Technique Vision Screening Contract with Dr. Robert Hoffman for SY 2019-20.
11.4.13 Standard Agreement to Furnish Food Service between a Child and Adult Care Food Program Agency and a Food Service Vendor for the ASES Supper Program beginning October 2019.
- 11.5 **ROUTINE PURCHASE ORDERS**
11.5.1 None

11.6 **APPROVE EXTRA DUTY / VOLUNTEER / STUDENT PERSONNEL REPORTS** –Request to approve personnel items relating to Extra Duty, Volunteer and Student personnel reports. (R. Cranford)

Classification	Position	Status	Name
Substitute Pool	Custodian/Assistant Cook/Student Supervisor	Open	
Extra Duty	7 th Grade Volleyball Coach	Filled	Kevin Askeland
Extra Duty	8 th Grade Volleyball Coach	Filled	Tanner Bloom
Extra Duty	7 th Grade Girls Basketball Coach	Filled	Kevin Askeland
Extra Duty	8 th Grade Girls Basketball Coach	Filled	Darren Robinson
Extra Duty	8 th Grade Boys Basketball Coach	Filled	Tony Hermann
Extra Duty	Jr High Boys Soccer Coach	Filled	Francisca Duenas
Extra Duty	Jr High Girls Soccer Coach	Filled	Francisca Duenas
Extra Duty	7 th Grade Boys Basketball Coach	Open	

11.7 **APPROVE CERTIFICATED / CLASSIFIED / CONFIDENTIAL PERSONNEL REPORT-** Request to approve personnel items relating to Certificated, Classified and Confidential personnel reports (R. Cranford)

Classification	Position	Status	Name
Certificated	Health Specialist	Open	
Classified	Utility Technician/Bus Driver	Open	
Classified	ASES Paraeducator	Open	
Classified	Student Supervisor	Resignation	Juanita Ramirez
Confidential Management	Internship Coordinator	Filled	Estefania Guillen Aceves

11.8 **APPROVE INSTRUCTIONAL MINUTES/ BELL SCHEDULES / MASTER SCHEDULE**

11.8.1 None

11.9 **APPROVE STUDENT HANDBOOKS**

11.9.1 None

11.10 **APPROVE INTER-DISTRICT TRANSFER REQUESTS**

11.10.1 Updated 2019-20 Inter-District Transfer Lists

11.11 **APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E) AND BOARD BYLAWS (BB)**

11.11.1 None

11.12 **APPROVE FIELD TRIP REQUESTS**

11.12.1 None

11.13 **APPROVE DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES**

11.13.1 None

A **MOTION** was made by George W. Simmons and **SECONDED** by Ana Leos-Vera to **APPROVE** the Consent Calendar. **Motion passed. Ayes _4_ Noes _0_ Absent _1_ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

12.0 **ACTION ITEMS – NEW BUSINESS** – Protocol for action items includes a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a 3-minute time limit per person.

12.1 Consideration and possible action concerning the approval of the School Facility Conditions Evaluation Report developed by the Office of Public School Construction and approved by the State Allocation Board, SY 2019-2020.

A **MOTION** was made by George W. Simmons and **SECONDED** by Ana Leos-Vera to **APPROVE** the School Facility Conditions Evaluation Report developed by the Office of Public School Construction and approved by the State Allocation Board, SY 2019-2020. **Motion passed. Ayes _4_ Noes _0_ Absent _1_ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

12.2 Consideration and possible action concerning the approval of **Resolution #05-091219: Sufficiency or Insufficiency of Instructional Materials.**

A **MOTION** was made by Silvia Vaca and **SECONDED** by George W. Simmons to **APPROVE Resolution #05-091219: Sufficiency or Insufficiency of Instructional Materials. Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

12.3 Consideration and possible action concerning the approval of **Resolution #06-091219: Gann Limit.**

A **MOTION** was made by George W. Simmons and **SECONDED** by Maryah Stoots to **APPROVE Resolution #06-091219: Gann Limit. Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

12.4 Consideration and possible action concerning the approval of **Resolution #07-091219: District Budget Reclassifications.**

A **MOTION** was made by George W. Simmons and **SECONDED** by Silvia Vaca to **APPROVE Resolution #07-091219: District Budget Reclassifications. Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

12.5 Consideration and possible action concerning the approval of **Resolution #08-091219: Resolution to Teach, Title 5 80005, Education Code 44263 and 44865, Assignments Outside Credential Authorization 2019-2020 School Year.**

A **MOTION** was made by Silvia Vaca and **SECONDED** by George W. Simmons to **APPROVE Resolution #08-091219: Resolution to Teach, Title 5 80005, Education Code 44263 and 44865, Assignments Outside Credential Authorization 2019-2020 School Year. Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

12.6 Consideration and possible action concerning the approval of the J-200 Report on the Unaudited Actuals for the 2018-2019 Fiscal Year.

Director of Fiscal Services and Accountability Mechele Coombs shared a PowerPoint presentation regarding the Unaudited Actuals for 2019-2019.

A **MOTION** was made by George W. Simmons and **SECONDED** by Maryah Stoots to **APPROVE** the J-200 Report on the Unaudited Actuals for the 2018-2019 Fiscal Year. **Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

12.7 Consideration and possible action concerning the approval of the Memorandum of Understanding between Colusa Unified School District and Williams Unified School District and Maxwell Unified School District to procure registered nurse services for the 2019-2020 school year.

A **MOTION** was made by Maryah Stoots and **SECONDED** by Ana Leos-Vera to **APPROVE** the Memorandum of Understanding between Colusa Unified School District and Williams Unified School District and Maxwell Unified School District to procure registered nurse services for the 2019-2020 school year. **Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

12.8 Consideration and possible action concerning the approval of the Written Requisition #1 for Disbursements from the Project Fund.

A **MOTION** was made by George W. Simmons and **SECONDED** by Maryah Stoots to **APPROVE** the Written Requisition #1 for Disbursements from the Project Fund. **Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

12.9 Consideration and possible action concerning the approval of the Amendment No. 2 to Lease-Leaseback Documents between Williams Unified School District and Clark/Sullivan Construction for the Williams Elementary Multipurpose Construction Project.

A **MOTION** was made by Silvia Vaca and **SECONDED** by George W. Simmons to **APPROVE** the Amendment No. 2 to Lease-Leaseback Documents between Williams Unified School District and Clark/Sullivan Construction for the Williams Elementary Multipurpose Construction Project. **Motion passed. Ayes __4__ Noes __0__ Absent __1__ by**

the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.

- 12.10 Consideration and possible action concerning the approval of the **Resolution No. 09-091219: Approving Purchase Agreement and Final Acceptance of Real Property for the Proposed District Office and Potential Future School Site.**

A **MOTION** was made by George W. Simmons and **SECONDED** by Maryah Stoots to **APPROVE** the **Resolution No. 09-091219: Approving Purchase Agreement and Final Acceptance of Real Property for the Proposed District Office and Potential Future School Site. Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

- 12.11 Consideration and possible action concerning the approval of the Health Aide/Clerk job description and salary placement.

Item 12.11 was tabled during approval of the agenda.

- 12.12 Consideration and possible action concerning the approval of the application for exemption from the required expenditures for classroom teachers' salaries pursuant to Education Code Section 41372.

A **MOTION** was made by George W. Simmons and **SECONDED** by Maryah Stoots to **APPROVE** the application for exemption from the required expenditures for classroom teachers' salaries pursuant to Education Code Section 41372. **Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots - aye, Vaca – aye.**

13.0 BOARD MEMBER COMMENTS

- 13.1 Trustee Maryah Stoots provided comments on the following items:
- Parents would like an easier transition for students going from 6th grade to 7th grade.
 - Jr/Sr High School teachers are asking students to use their personal phones when computers are not working.
 - The amount of screen time each day K-12.
 - The cleanliness of the campus is an area of concern. Teachers must be accountable for classroom management but we need to look at what other districts are doing for MOT staffing. There is dead grass on every Williams campus. If we compare our campus to Arbuckle, they have clean classrooms and green grass. We need to assess the MOT department staffing.
 - Back to School Night should be focused on preparing parents how to support their children and about providing resources to parents.
- 13.2 Trustee George W. Simmons stated when he worked for the district the cement walkways were clean every day and the trashcans were empty. There is food everywhere on campus now.
- 13.3 Board president Silvia Vaca gave kudos to everyone and stating we have come a long way. She noted lots of improvements.

14.0 DISCUSSION ITEMS

- 14.1 Board policy 3290: Gifts, Grants and Bequests

Trustee Simmons stated the district received a gift of \$5,000.

15.0 INFORMATIONAL ITEMS AND REPORTS

- 15.1 District Enrollment Report
 15.2 District Discipline Report
 15.3 Rex Despain – Bond Survey

Mr. Despain provided a handout to the Board of the bond survey results. The results represent 14% of the registered voters in the district and came back with a 70% approval rating. Mr. Despain recommends further exploration with stakeholders to research tax tolerances.

16.0 CORRESPONDENCE

- 16.1 Memorandum from the California School Boards Association regarding Call for Nominations for CSBA Directors-at Large African American, American Indian, and County.
- 16.2 Letter from the Colusa County Office of Education regarding approval of the 18-19 LCAP and Budget.

17.0 FUTURE MEETING DATES

- 17.1 October 17, 2019 (Regular)
- 17.2 October 22, 2019 (Special) - LCAP Board president Vaca will not be present for the 10/22 Special meeting.
- 17.3 November 21, 2019 (Regular)
- 17.4 December 12, 2019 (Regular)

18.0 PENDING AGENDA – This is the time to place future items on the Pending Agenda.

- 18.1 None

19.0 CONVENE TO CLOSED SESSION (8:44 PM)

Closed Session will be held regarding the following matters:

- 19.1 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)
- 19.2 Conference with Labor Negotiators (Gov. Code 54957.6)
Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and Legal Representation
 - 19.2.1 Certificated Employees – WTA
 - 19.2.2 Classified Employees – CSEA Chapter #556

20.0 RECONVENE TO OPEN SESSION (9:49 PM)

Action Taken During Closed Session:

- 20.1 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)

No Action Taken.

- 20.2 Conference with Labor Negotiators (Gov. Code 54957.6)
Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and Legal Representation
 - 20.2.1 Certificated Employees – WTA
 - 20.2.2 Classified Employees – CSEA Chapter #556

No Action Taken.

21.0 ADJOURNMENT (9:51 PM)

A **MOTION** was made by George W. Simmons and **SECONDED** by Silvia Vaca to **APPROVE** the adjournment.

Motion passed. Ayes __4__ Noes __0__ Absent __1__ by the following vote: Leos-Vera – aye, Mora – absent, GW Simmons – aye, Stoots – aye, Vaca – aye.

Please note that additional information distributed to the Board during the meeting and not included in the agenda packet can be obtained by calling the District Office at 530-473-2550, x11409.

Respectfully submitted,



Dr. Edgar Lampkin, District Superintendent
Secretary to the Board
erl/jdc

ReqPay12a

Board Report

Checks Dated 08/31/2019 through 10/03/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00408112	09/06/2019	A-Z Bus Sales Inc	01-4300		66.18
00408113	09/06/2019	Bimbo Bakeries USA	13-4700		1,476.98
00408114	09/06/2019	Central Restaurant Products	13-4300		468.65
00408115	09/06/2019	Cintas Corporation	13-5500		281.30
00408116	09/06/2019	Close Lumber	01-4300		112.99
00408117	09/06/2019	Crystal Creamery	13-4700		8,316.53
00408118	09/06/2019	Deere Credit Inc Attn: Lease Administration	01-7438	759.18	
			01-7439	5,262.80	6,021.98
00408119	09/06/2019	Discount School Supply	01-4300		570.74
00408120	09/06/2019	Eagle Security Systems	01-5600		1,365.00
00408121	09/06/2019	General Produce	13-4700		6,044.65
00408122	09/06/2019	Gold Star Foods Inc	13-4700		9,049.65
00408123	09/06/2019	Gopher	01-4300		407.49
00408124	09/06/2019	Grow West	01-4300		1,293.00
00408125	09/06/2019	Happy Valley Fresh Fruit Co	13-4700		344.00
00408126	09/06/2019	Harris School Solutions	13-5800		1.05
00408127	09/06/2019	Meridian Diesel	01-5600		588.00
00408128	09/06/2019	O'Connell Ranch	13-4700		1,478.00
00408129	09/06/2019	Office Depot	01-4300		935.15
00408130	09/06/2019	Pacific Gas & Electric Company	01-5530		343.29
00408131	09/06/2019	Papa Murphy's JRD Food Service lbc	13-4700		2,915.00
00408132	09/06/2019	Riddell/All American Sports Co	01-9509		3,451.59
00408133	09/06/2019	Riso Products of Sacramento	01-4300		1,441.70
00408134	09/06/2019	SFS of Sacramento Inc	13-4300	1,409.59	
			13-4700	10,594.51	12,004.10
00408135	09/06/2019	Shop N Save	13-4700		81.71
00408136	09/06/2019	Tamco Capital Corporation	01-5600		1,676.60
00408137	09/06/2019	Teacher Direct	01-4300		32.28
00408138	09/06/2019	The Danielsen Co	13-4300	2,065.75	
			13-4700	14,324.71	16,390.46
00408139	09/06/2019	University of Oregon Educational and Community	01-5800		1,050.00
00408140	09/06/2019	Williams Unified School District	01-4300		78.64
00408311	09/13/2019	A-Z Bus Sales Inc	01-4300		217.03
00408312	09/13/2019	Alsco-Geyer Irrigation Inc.	01-5600		5,413.58
00408313	09/13/2019	Amazon Capital Services Inc.	01-4300	7,319.08	
			Unpaid Tax	6.20-	7,312.88
00408314	09/13/2019	California's Valued Trust	01-3701	4,744.00	
			01-3702	714.00	
			01-9514	137,171.75	142,629.75
00408315	09/13/2019	Carolina Biological Supply Co	01-4300		6,306.61
00408316	09/13/2019	Carvalho's Heating & Air Conditioning	01-5600		420.00
00408317	09/13/2019	CAS Inspections Inc	21-6290		5,940.00
00408318	09/13/2019	Ewing Irrigation Products Inc	01-4300		356.77
00408319	09/13/2019	Fastenal Company	01-4300		35.81
00408320	09/13/2019	Gopher	01-4300		1,053.35

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 08/31/2019 through 10/03/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00408321	09/13/2019	Harris School Solutions	13-5800		35.70
00408322	09/13/2019	HM Receivables Co LLC	01-4300		3,743.88
00408323	09/13/2019	Hust Bros Inc	01-4300		212.97
00408324	09/13/2019	JK Architecture Engineering	21-6210		12,521.25
00408325	09/13/2019	McGraw-Hill Education	01-4100		29,551.59
00408326	09/13/2019	Messick Ace Hardware	01-4300		375.27
00408327	09/13/2019	MJB Welding	01-5600		66.50
00408328	09/13/2019	Office Depot	01-4300		308.48
00408329	09/13/2019	Pacific Gas & Electric Company	13-5530		80.30
00408330	09/13/2019	Recology Butte Colusa Counties	01-5520		341.49
00408331	09/13/2019	Shulthise Lock & Key	01-4300	589.86	
			01-5600	1,492.19	2,082.05
00408332	09/13/2019	The Danielsen Co	13-4700		1,044.48
00408333	09/13/2019	The Sobrato Family Foundation	01-5100	85,000.00	
			01-5800	25,000.00	110,000.00
00408334	09/13/2019	Triarco	01-4300		141.30
00408335	09/13/2019	Uline	01-4300	580.72	
			01-4400	592.62	1,173.34
00408336	09/13/2019	US Bank Equipment Finance	01-5650	221.77	
			13-5650	169.56	391.33
00408337	09/13/2019	Wallace Kuhl & Associates Inc	21-6240		17,935.50
00408338	09/13/2019	Waxie Sanitary Supplies	01-4300		203.06
00408339	09/13/2019	Williams Unified School District	01-4300		429.54
00408340	09/13/2019	Woodwind and Brasswind	01-4300		72.73
00408468	09/20/2019	ACSA	01-5300		3,973.28
00408469	09/20/2019	Alsco-Geyer Irrigation Inc.	01-4300		8.34
00408470	09/20/2019	Amazon Capital Services Inc.	01-4300		317.60
00408471	09/20/2019	Beeler Ford Tractor	01-4300		36.42
00408472	09/20/2019	City of Williams	01-5510		4,134.24
00408473	09/20/2019	Colusa County Farm Supply	01-4300		1,183.27
00408474	09/20/2019	Davies Oil Company Inc	01-4325		851.94
00408475	09/20/2019	Education Translations	01-5800		212.29
00408476	09/20/2019	Ewing Irrigation Products Inc	01-4300		461.09
00408477	09/20/2019	Fastenal Company	01-4300		141.86
00408478	09/20/2019	Flyers Energy LLC Dept # 34516	01-4325		1,028.46
00408479	09/20/2019	Follett School Solution Inc	01-4300	315.69	
			01-5800	1,042.50	1,358.19
00408480	09/20/2019	Francisca Ines Duenas	01-4300		381.18
00408481	09/20/2019	Frontier	01-5900		2,053.30
00408482	09/20/2019	Garcia Hernandez Sawhney LLP	01-5870		7,156.36
00408483	09/20/2019	HM Receivables Co LLC	01-4300		1,304.88
00408484	09/20/2019	Hoblitt	01-4300		574.55
00408485	09/20/2019	Jeff Savage Plumbing	01-5600		217.50
00408486	09/20/2019	Jeffrey Lemus	01-4300		155.44
00408487	09/20/2019	Kevin Askeland	01-4300		172.19
00408488	09/20/2019	Madison Alves	01-4300		39.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 08/31/2019 through 10/03/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00408489	09/20/2019	Manuel Estrada	01-4300		57.76
00408490	09/20/2019	Mid Valley Auto Care	01-4300		1,826.68
00408491	09/20/2019	Pacific Gas & Electric Company	01-5530		38,258.89
00408492	09/20/2019	Recology Butte Colusa Counties	01-5520		2,584.62
00408493	09/20/2019	Shadd Janitorial Supply	01-5600		85.70
00408494	09/20/2019	State of California Department of Justice	01-5821		243.00
00408495	09/20/2019	Stone Creek Engineering Inc	21-6272		26,340.00
00408496	09/20/2019	US Bank Corporate Payment Sy	01-4300	1,649.87	
			01-5200	413.05	
			01-5600	35.00	
			01-9509	400.17	2,498.09
00408497	09/20/2019	Valley Truck & Tractor Co	01-4300		637.16
00408498	09/20/2019	Vega Mendoza, Monica	01-5200		140.36
00408499	09/20/2019	Wallace Kuhl & Associates Inc	21-6240		760.00
00408500	09/20/2019	Williams Hardware	01-4300		3,592.35
00408501	09/20/2019	Wright, Paul	01-5200		183.28
00408633	09/27/2019	Alexander Smith	01-4300		250.00
00408634	09/27/2019	Amazon Capital Services Inc.	01-4300	851.96	
			Unpaid Tax	7.58-	844.38
00408635	09/27/2019	American Fidelity Admi Services	01-5800		212.80
00408636	09/27/2019	Bloom, Tanner	01-5200		125.74
00408637	09/27/2019	City of Williams	21-6210	2,240.00	
			21-9509	1,206.00	3,446.00
00408638	09/27/2019	Daktronics Inc SDS 12-2222	01-5600		294.38
00408639	09/27/2019	Duenas, Francisca	01-5200		198.48
00408640	09/27/2019	Escape Technology	01-5200		1,050.00
00408641	09/27/2019	Fletcher Plumbing & Contractin	01-5600		170.00
00408642	09/27/2019	Fulcher Painting	01-5600		624.90
00408643	09/27/2019	Garcia Hernandez Sawhney LLP	01-5870		10,459.76
00408644	09/27/2019	HM Receivables Co LLC	01-5800		11,178.00
00408645	09/27/2019	IEC Power LLC	01-5800		1,698.35
00408646	09/27/2019	Inland Business Systems	01-5650		1,445.56
00408647	09/27/2019	JV Manufacturing Inc	01-6400		37,707.68
00408648	09/27/2019	National Science Teacher Association	01-5300		160.00
00408649	09/27/2019	Signco	01-4300		203.78
00408650	09/27/2019	US Bank Corporate Payment Sy	01-4300	218.85	
			01-5200	36.00	254.85
00408651	09/27/2019	Verizon Wireless	01-5900		1,500.88
00408652	09/27/2019	Willows Glass	01-5600		415.00
00408653	09/27/2019	Wilmington Trust	01-5800		750.00
Total Number of Checks			114		604,643.06

Fund Recap

Fund	Description	Check Count	Expensed Amount
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The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 08/31/2019 through 10/03/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
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Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund/county Sch.srv.fd	92	477,531.97
13	Cafeteria Fund	17	60,182.12
21	Building Fund	6	66,942.75
Total Number of Checks		114	604,656.84
Less Unpaid Tax Liability			13.78-
Net (Check Amount)			604,643.06

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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**Williams Middle School
General Ledger Report
Financial Report**

9.3.1

From Date: 8/1/2019
To Date: 8/31/2019

From Acct: 1
To Account: 999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD	
							Payable	Work Bal.
000100	Upper Elementary School	\$1,467.78	\$177.18	\$0.00	\$0.00	\$1,644.96	\$0.00	\$1,644.96
000200	4th grade	\$1,622.32	\$0.00	\$0.00	\$0.00	\$1,622.32	\$0.00	\$1,622.32
000210	5th grade	\$6,458.47	\$0.00	\$0.00	\$0.00	\$6,458.47	\$0.00	\$6,458.47
000220	6th grade	\$73.19	\$0.00	\$0.00	\$0.00	\$73.19	\$0.00	\$73.19
000230	K-6 Playground	\$1,154.30	\$0.00	\$0.00	\$0.00	\$1,154.30	\$0.00	\$1,154.30
000310	Shady Creek	\$87.96	\$0.00	\$0.00	\$0.00	\$87.96	\$0.00	\$87.96
000600	Elementary Student Body	\$16,051.14	\$0.23	\$0.00	\$0.00	\$16,051.37	\$0.00	\$16,051.37
000620	3rd grade	\$506.46	\$0.00	\$0.00	\$0.00	\$506.46	\$0.00	\$506.46
000630	3rd grade Pioneers	\$83.09	\$0.00	\$0.00	\$0.00	\$83.09	\$0.00	\$83.09
000640	Elementary Garden Fund	\$246.36	\$0.00	\$0.00	\$0.00	\$246.36	\$0.00	\$246.36
000650	Elementary Library Club	\$94.13	\$0.00	\$0.00	\$0.00	\$94.13	\$0.00	\$94.13
Group Total		\$27,845.20	\$177.41	\$0.00	\$0.00	\$28,022.61	\$0.00	\$28,022.61
Activity Accounts Grand Total		\$27,845.20	\$177.41	\$0.00	\$0.00	\$28,022.61	\$0.00	\$28,022.61
<hr/>								
990	Petty Cash	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
991	Cash On Hand	\$0.00	\$177.18	\$0.00	(\$177.18)	\$0.00	\$0.00	\$0.00
992	Checking	\$27,845.20	\$0.23	\$0.00	\$177.18	\$28,022.61	\$0.00	\$28,022.61
993	Savings	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
994	Investments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
General Ledger Grand Total		\$27,845.20	\$177.41	\$0.00	\$0.00	\$28,022.61	\$0.00	\$28,022.61

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper:

Date:

Principal:

Date:

Williams Middle School Bank Reconciliation Report

From Date:	8/1/2019
To Date:	8/31/2019

Checking Account

992

Ending Balance on Statement dated 8/31/2019 ->	\$28,022.61
Add: Outstanding Deposits (Bank Deposits) -> +	\$0.00
Less Outstanding Checks:	\$0.00
Checking Cash Balance as of 8/31/2019	\$28,022.61 ***

Cash Balance for Checking as of 8/1/2019	\$27,845.20
Add: Total Deposits (Bank Deposits)	\$177.41
Less: Total Checks and Withdrawals	\$0.00
Computer Cash Balance as of 8/31/2019	\$28,022.61 ***

Summary of Asset Accounts

GL Acct	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.
990	Petty Cash	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
991	Cash On Hand	\$0.00	\$177.18	\$0.00	(\$177.18)	\$0.00
992	Checking	\$27,845.20	\$0.23	\$0.00	\$177.18	\$28,022.61 ***
993	Savings	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
994	Investments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total		\$27,845.20	\$177.41	\$0.00	\$0.00	\$28,022.61

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: *Joni Ruiza* Date: 9/11/19

Principal: *Scott P. [Signature]* Date: 9/13/19

*** Entries Must match

Tuesday, September 10, 2019

Williams High School
General Ledger Report
Financial Report
2019 August

Page 1 of 3

From Date: 8/1/2019
To Date: 8/31/2019

From Acct: 1
To Account: 999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD	
							Payable	Work Bal.
000001	Volleyball	\$68.30	\$0.00	\$0.00	\$0.00	\$68.30	\$0.00	\$68.30
000003	Softball	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000004	Baseball	\$601.34	\$0.00	\$0.00	\$0.00	\$601.34	\$0.00	\$601.34
000006	ASB	\$2,894.80	\$41.14	(\$96.28)	\$0.00	\$2,839.66	\$0.00	\$2,839.66
000007	FFA	\$18,316.46	\$1,050.00	\$0.00	\$0.00	\$19,366.46	\$0.00	\$19,366.46
000008	Athletics	\$26,468.47	\$3,744.51	\$0.00	\$0.00	\$30,212.98	\$0.00	\$30,212.98
000009	Sundial	\$5,050.65	\$572.00	\$0.00	\$0.00	\$5,622.65	\$0.00	\$5,622.65
000010	Anime Club	\$127.51	\$0.00	\$0.00	\$0.00	\$127.51	\$0.00	\$127.51
000011	Band	\$272.82	\$0.00	\$0.00	\$0.00	\$272.82	\$0.00	\$272.82
000012	Jr. High Yearbook	\$341.28	\$0.00	\$0.00	\$0.00	\$341.28	\$0.00	\$341.28
000013	Golf	\$1,012.73	\$0.00	\$0.00	\$0.00	\$1,012.73	\$0.00	\$1,012.73
000016	Pep Squad	\$3,038.94	\$10,516.11	\$0.00	\$0.00	\$13,555.05	\$0.00	\$13,555.05
000017	Student Clearing	\$1,164.74	\$0.00	\$0.00	\$0.00	\$1,164.74	\$0.00	\$1,164.74
000018	Football	\$6,157.56	\$0.00	\$0.00	\$0.00	\$6,157.56	\$0.00	\$6,157.56
000019	Shop Clearing	\$65.35	\$0.00	\$0.00	\$0.00	\$65.35	\$0.00	\$65.35
000020	Friday Night Live	\$42.51	\$0.00	\$0.00	\$0.00	\$42.51	\$0.00	\$42.51
000022	Green House	\$1.48	\$0.00	\$0.00	\$0.00	\$1.48	\$0.00	\$1.48
000023	Varsity Sports Awards	\$327.76	\$0.00	\$0.00	\$0.00	\$327.76	\$0.00	\$327.76
000024	CSF	\$923.54	\$20.00	\$0.00	\$0.00	\$943.54	\$0.00	\$943.54
000025	MESA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000026	Savings Interest	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000027	Admission Challenge	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
000028	CALSA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000030	Running Club	\$1,076.66	\$0.00	\$0.00	\$0.00	\$1,076.66	\$0.00	\$1,076.66
000033	Peer Council	\$1,300.09	\$0.00	\$0.00	\$0.00	\$1,300.09	\$0.00	\$1,300.09
000035	MEChA	\$1,251.00	\$0.00	\$0.00	\$0.00	\$1,251.00	\$0.00	\$1,251.00
000036	HS Girls Soccer	\$1,338.02	\$0.00	\$0.00	\$0.00	\$1,338.02	\$0.00	\$1,338.02
000038	Boys Basketball	\$2,183.00	\$0.00	\$0.00	\$0.00	\$2,183.00	\$0.00	\$2,183.00
000039	Drama Club	\$89.45	\$0.00	\$0.00	\$0.00	\$89.45	\$0.00	\$89.45
000040	FFA AG Loan	\$738.96	\$0.00	\$0.00	\$0.00	\$738.96	\$0.00	\$738.96
000041	Choir	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000042	FBLA	\$244.23	\$0.00	\$0.00	\$0.00	\$244.23	\$0.00	\$244.23
000043	Mid Valley High School	\$335.14	\$0.00	\$0.00	\$0.00	\$335.14	\$0.00	\$335.14
000044	WHS Counseling Scholars	\$25.00	\$0.00	\$0.00	\$0.00	\$25.00	\$0.00	\$25.00
000048	Art	\$255.64	\$0.00	\$0.00	\$0.00	\$255.64	\$0.00	\$255.64

Williams High School
General Ledger Report
Financial Report
2019 August

From Date: 8/1/2019
To Date: 8/31/2019

From Acct: 1
To Account: 999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD	
							Payable	Work Bal.
000049	LGBT/Straight Alliance Cl	\$809.76	\$0.00	\$0.00	\$0.00	\$809.76	\$0.00	\$809.76
000050	Shelnut Scholarship Fdn	\$268.30	\$0.00	\$0.00	\$0.00	\$268.30	\$0.00	\$268.30
000060	Wrestling Club	\$964.12	\$0.00	\$0.00	\$0.00	\$964.12	\$0.00	\$964.12
000065	Girls Basketball	\$742.27	\$0.00	\$0.00	\$0.00	\$742.27	\$0.00	\$742.27
000067	Garden Club	\$2,451.49	\$0.00	\$0.00	\$0.00	\$2,451.49	\$0.00	\$2,451.49
000070	Jr. High ASB	\$551.01	\$0.00	\$0.00	\$0.00	\$551.01	\$0.00	\$551.01
000072	Class of 2019	\$829.64	\$0.00	\$0.00	\$0.00	\$829.64	\$0.00	\$829.64
000073	Jr. High FBLA	\$171.12	\$0.00	\$0.00	\$0.00	\$171.12	\$0.00	\$171.12
000074	Jr. High Band	\$21.72	\$0.00	\$0.00	\$0.00	\$21.72	\$0.00	\$21.72
000075	Jr. High Athletics	\$670.70	\$0.00	\$0.00	\$0.00	\$670.70	\$0.00	\$670.70
000076	Jr. High MESA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000077	Jr. High 4.0 Club	\$39.77	\$0.00	\$0.00	\$0.00	\$39.77	\$0.00	\$39.77
000078	Class of 2020	\$725.04	\$0.00	\$0.00	\$0.00	\$725.04	\$0.00	\$725.04
000079	Class of 2021	\$7,211.05	\$642.00	\$0.00	\$0.00	\$7,853.05	\$0.00	\$7,853.05
000080	Class of 2022	\$2,559.58	\$0.00	\$0.00	\$0.00	\$2,559.58	\$0.00	\$2,559.58
000081	Class of 2023	\$3,991.93	\$0.00	\$0.00	\$0.00	\$3,991.93	\$0.00	\$3,991.93
000082	Class of 2024	\$1,613.14	\$0.00	\$0.00	\$0.00	\$1,613.14	\$0.00	\$1,613.14
000083	Class of 2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Group Total		\$100,834.07	\$16,585.76	(\$96.28)	\$0.00	\$117,323.55	\$0.00	\$117,323.55
Activity Accounts Grand Total		\$100,834.07	\$16,585.76	(\$96.28)	\$0.00	\$117,323.55	\$0.00	\$117,323.55

990	Petty Cash	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
991	Cash On Hand	\$0.00	\$16,544.62	\$0.00	(\$15,972.62)	\$572.00	\$0.00	\$572.00
992	Checking	\$78,505.35	\$40.72	(\$91.28)	\$15,972.62	\$94,427.41	\$0.00	\$94,427.41
993	CD Account Savings	\$7,039.75	\$0.00	\$0.00	\$0.00	\$7,039.75	\$0.00	\$7,039.75
994	Money Market Account	\$15,289.02	\$0.42	(\$5.00)	\$0.00	\$15,284.44	\$0.00	\$15,284.44
General Ledger Grand Total		\$100,834.12	\$16,585.76	(\$96.28)	\$0.00	\$117,323.60	\$0.00	\$117,323.60

**Williams High School
General Ledger Report
Financial Report
2019 August**

From Date:	8/1/2019
To Date:	8/31/2019

From Acct:	1
To Account:	999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD Payable	Work Bal.
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I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper:	<u><i>Jd mendez</i></u>	Date:	<u>8/10/19</u>
Principal:	<u><i>[Signature]</i></u>	Date:	<u>9/11/19</u>

Williams High School Bank Reconciliation Report

Checking Account

992

From Date: 8/1/2019

To Date: 8/31/2019

Ending Balance on Statement dated 8/31/2019 ->	\$98,765.83
Add: Outstanding Deposits (Bank Deposits) -> +	\$0.00
Less Outstanding Checks:	\$4,338.42
Checking Cash Balance as of 8/31/2019	\$94,427.41 ***

Cash Balance for Checking as of 8/1/2019	\$78,505.35
Add: Total Deposits (Bank Deposits)	\$16,013.34
Less: Total Checks and Withdrawals	(\$91.28)
Computer Cash Balance as of 8/31/2019	\$94,427.41 ***

Summary of Asset Accounts

GL Acct	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.
990	Petty Cash	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
991	Cash On Hand	\$0.00	\$16,544.62	\$0.00	(\$15,972.62)	\$572.00
992	Checking	\$78,505.35	\$40.72	(\$91.28)	\$15,972.62	\$94,427.41 ***
993	CD Account Savings	\$7,039.75	\$0.00	\$0.00	\$0.00	\$7,039.75
994	Money Market Account	\$15,289.02	\$0.42	(\$5.00)	\$0.00	\$15,284.44
Grand Total		\$100,834.12	\$16,585.76	(\$96.28)	\$0.00	\$117,323.60

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Idmendez Date: 9/10/19Principal: [Signature] Date: 9/10/19

*** Entries Must match

SHADY CREEK OUTDOOR SCHOOL PROGRAM
Management Services Provided By
SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
Tom Reusser, Superintendent
970 Klamath Lane, Yuba City, CA 95993
(530) 822-2949

ENVIRONMENTAL EDUCATION AGREEMENT 2019/2020

THIS AGREEMENT ("Agreement") is entered into between the Sutter County Superintendent of Schools ("Superintendent") Williams Upper Elementary ("District"). Collectively Superintendent and District shall be referred to as "Parties."

WHEREAS, Superintendent owns an outdoor education facility known as Shady Creek Outdoor School ("Shady Creek"), which is located at 18601 Pathfinder Way, Nevada City, CA, and thereon operates the Shady Creek Outdoor School Program ("Program"), an outdoor educational program for the benefit of public school students; and

WHEREAS, District desires its students to participate in the Program and stay at Shady Creek on the terms and conditions set forth in this Agreement.

The Parties agree as follows:

1. **Participation Fee:** District will participate in the Shady Creek Outdoor School Program on the terms and conditions set forth in this agreement. District desires to reserve space for (90) and agrees to pay an amount **equal to \$255.00 per pupil** if scheduled for a five-day week and **\$234.00 per pupil** if scheduled for a four-day week to participate in the Shady Creek Program (Participation Fee). *There will be no adjustment to the per pupil fee for students arriving late or leaving early.* This contractual reserved space is based on numbers supplied by your school administrator. If there is a discrepancy with these numbers contact the Shady Creek office immediately. **Final Payment will be due no later than June 15, 2020.**
2. **Deposit.** This Participation Fee shall also cover the cost of lodging, food and recreational activities for the adult participants and cabin counselors provided by the District as required by sections 3 and 4 of this Agreement. District shall pay fifty percent (50%) of the Participation Fee for the number of Students identified in Section 1 as a nonrefundable deposit ("Deposit"). The Deposit shall be received by the Superintendent by ***September 1, 2019 for fall scheduled schools and January 2, 2020 for spring scheduled schools*** to reserve participation in the program. The District shall pay the balance of the Participation Fee once actual attendance is computed and final billing received by District. Final billing will be based on actual Student attendance, but in no event shall be less than Ninety Percent (90%) of the number of Students identified in Section 1.
3. **Adult Participation Requirements.** District shall require the following adult participants, who shall stay at Shady Creek with the Students.
 - a. **Program Coordinator.** District shall designate one Program Coordinator who is responsible for coordinating the District's participation in the Program, including payment of the Participation Fee and coordination of Program activities. The Program Coordinator may be a teacher or administrator otherwise attending the Program. The Program Coordinator shall be responsible for communicating with the Shady Creek Resident Director or designee to ensure that all requirements of this Agreement have been fulfilled prior to the arrival of the District at Shady Creek.
 - b. **Teachers.** District shall provide one teacher for each class of 20 or more Students at no additional cost. Districts with less than 20 students will have a prorated fee for the teachers food and lodging.

b. Teachers. District shall provide one teacher for each class of 20 or more Students at no additional cost. Districts with less than 20 students will have a prorated fee for the teachers food and lodging.

c. Administrator: District's attending shall coordinate to provide one administrator for each week Students are in attendance. If more than one district is participating in the Program during the Program Term, Districts shall provide an administrator on a rotating basis. The Shady Creek Director or designee shall be responsible for coordinating the rotation of the Administrator.

d. Nurse. If all Students for the Program Term are from the same District, District shall provide one school nurse or health technician. If more than one district is participating in the Program during the Program Term, Districts shall provide a nurse or health technician on a rotating basis. The Shady Creek Director shall be responsible for coordinating the rotation of the school nurse. The Superintendent will pay the district a \$500.00 stipend for providing a School Nurse or a \$360.00 stipend for providing a Health Technician.

It is understood that small districts may wish to combine pupils or classes and jointly provide the required instructional and administrative personnel. The Program Coordinator for the District shall work with the Shady Creek Resident Director to confirm that adequate adult supervision is available in the event the District wishes to combine classes or supervision with another participating district.

4. Cabin Counselors. In addition to the adult supervision required in Section 3, District shall provide cabin counselors at a ratio of 1 to 7 for the girls and a ratio of 1 to 9 for the boys and no less than one counselor per cabin and shall establish a selection procedure which ensures competent and responsible counselors. The cabin counselors are not required to be over the age of 18. However, in the event that the cabin counselors are minors, District shall require a parent or guardian of the cabin counselor to sign the release on the counselor health form. Signed release shall be submitted to the Shady Creek Director or designee upon arrival at camp. If you bring additional counselors there will be a fee of ½ the student price for the additional counselors.

5. Transportation. District shall be responsible for providing transportation of all employees, students, counselors and staff to and from Shady Creek.

6. Safety. District shall be solely and completely responsible for the safety of all persons and property during times when District, its employees, volunteers and students access the Shady Creek facility. District, its employees, volunteers and students shall fully comply with all state, federal and other laws, rules, regulations, and orders relating to safety, and any rules posted at Shady Creek. Failure of the District, any Student or any other Program participant to comply with this section may result in the District, Student or Program participant being removed from the Program or the District not being allowed to participate in the Program in the future. Superintendent shall not be obligated to refund any Participation Fee to the District in the event any Student or other Program participant is removed from the Program as a result of violating this Section.

7. Health Forms and Waiver of Liability: District shall be responsible for collecting a health form including the Waiver of Liability for each student, counselor, and teacher attending camp and submitting to the Shady Creek Director or designee upon arrival.

8. Indemnity. District agrees to indemnify, defend and hold harmless the Superintendent, its officers, agents and employees, from and against any and all claims and losses whatsoever accruing or resulting in connection with performance of this Agreement, and from all claims and losses accruing or resulting to a person, firm, or corporation for damages, injury or death arising out of or connected with this Agreement and participation in the Program and access to Shady Creek. Without limiting the District's indemnification, the District shall maintain in force at all times while participating in the Program a policy or policies of insurance covering such participation including but not limited to the following coverages, and in the minimum limits of liability as stated herein: Comprehensive general liability, including personal injury in combined single limit of \$1,000,000.00 (one million dollars).

All such policies shall provide an endorsement naming the Superintendent, his officers, agents, employees, ***as additional insured***. The above described coverage shall be maintained throughout District's participation in the Program. **District shall file with the Superintendent a certificate of insurance evidencing that the insurance coverage as required herein has been obtained and is currently in effect.**

9. Waiver and Release of Liability. No board member, officer, employee, representative, or agent of Superintendent, shall be personally liable in any manner or to any extent under or in connection with this Agreement District, its employees and participants hereby waive any and all claims of such personal liability.

10. Interpretation. This Agreement is made and entered into in the State of California and shall in all respects be interpreted, enforced and governed under the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Sutter. The language in all parts of this Agreement shall be in all cases construed as a whole according to their fair meaning and not strictly for or against either the District or Superintendent. Any headings in this Agreement are included only as a matter of convenience and for reference and in no way define the scope or extent of this Agreement or the construction of any provision.

11. Severability. If any term, provision, condition or covenant of this Agreement or its application to any party, or circumstance shall be held, to any extent, invalid or unenforceable, then the remainder of this Agreement shall not be affected.

12. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which shall, together, constitute one and the same instrument.

13. Entire Agreement; Amendments. This Agreement and the documents referred to in this Agreement constitutes the entire agreement of the Parties hereto with respect to the matters contained herein, and prior or contemporaneous agreements or understandings, oral or written, pertaining to any such matters are merged herein and shall not be effective for any purpose. No provision of this Agreement may be amended or added to except by an agreement in writing which is signed by the Parties hereto or their respect successors-in-interest and indicates that it is an amendment of this Agreement. Neither party shall assign or transfer any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of the other party.

14. Authority. Superintendent has delegated authority to enter into this Agreement with District to the Shady Creek Resident Director.

Williams Unified School District

By: _____ Dated: _____
(Authorized signature)

Sutter County Superintendent of Schools

By: Shannon Cueva Dated: 7/24/19
Sutter County Superintendent of Schools

NOTE: Please sign and return one copy to Shady Creek Outdoor School, Sutter County Superintendent of Schools by **October 1, 2019**.

The District designates as Program Coordinator:

Name: Hector Gonzalez From: Williams Upper Elementary School
Phone: 530-473-5304 (school or office)

Please provide us with an email address for further correspondence:

Email: trivera@williams.k12.ca.us

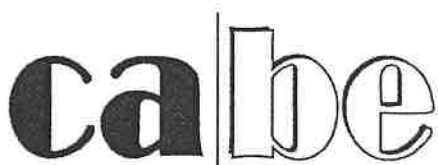
Participating Teachers email address:

mestrada@williams.k12.ca.us

smagana@williams.k12.ca.us

emartinez@williams.k12.ca.us

cross@williams.k12.ca.us



California Association for Bilingual Education

20888 Amar Rd, Walnut, CA 91789

Tel (626) 814-4441

Fax (626) 814-4640

info@gocabe.org

www.gocabe.org

June 13, 2019

CABE welcomes the opportunity to work with Williams Unified School District to offer our Family, School, Community Engagement program. Our program builds the capacity of schools to meaningfully engage parents in their children's education with the outcome being increased student achievement.

The CABE 2-INSPIRE Program works with parents to increase their knowledge about schooling to ensure that parents have vital information about high quality educational options for their children (especially those traditionally underserved and/or attending Program Improvement schools). The Project 2-INSPIRE curriculum informs parents of their role in their children's education, works with parents so they learn how to work with the information acquired and develops parent leadership skills to ensure their participation and collaboration as part of the school community.

All three levels of the program share the same objective and goal: To increase parental engagement in their child's learning at home, school, and/or community; and thereby increase their child's academic achievement. However, each of the levels differs markedly in their approach, strategies, methods, activities, and outcomes for parents and their children.

Level 1 – Awareness Level – This level has strong coverage of basic content and skill development delivered through traditional presenter-centered workshop format. The outcome is increased parent knowledge.

Level 2 – Mastery Level (comprised of 12 modules and available to schools and districts participating in the research study) - This participant-centered intensive training is provided at the school with on-going follow-up coaching and mentoring to accomplish two things: First, to help parents, teachers and administrators from the same school apply what they are learning to develop and implement individual action plans; and second, to help parents, teachers, and administrators in the same school develop the skills needed to work together as an effective Family-School-Community collaboration team. These efforts are clearly linked to specific student academic performance standards.

Level 3 – Expert Level (comprised of 16 modules and available to schools and districts participating in the research study) Trainer of Trainers, builds upon the knowledge and skills developed in Level 2 training in two ways: more in-depth coverage of the topics and issues covered; and, development of specific leadership skills, e.g., outreach, group process and facilitation skills to work with diverse communities, as well as how to engage diverse communities in a collaborative strategic planning process for providing children with quality teaching and learning at home, school, and community. This level provides parents with optimal on-going coaching and feedback as well as opportunities to "practice" teaching of the program modules to other parents.

All three levels are designed to provide parents with a strong awareness of California's school accountability system, academic content and performance standards, standards-based report cards,

assessment, public school choice options, and supplemental service providers, in addition to topics identified by parents (e.g., home learning activities, early childhood education, beyond high school opportunities, goal setting and financial planning for college).

The parent engagement program will be offered at your facility to up to 25 parents attending. We encourage you and any teachers from the site to also participate in the program so you have an understanding of what the parents are learning and how you can work together as a team.

In order to facilitate communication and schedule the parent engagement program at your school, we suggest appointing one person to whom we can contact to facilitate conducting the parent outreach and training. This person will have the authority to immediately respond to our requests for meeting space and parent outreach information.

The following is our overall schedule of proposed activities.

1. Approval of Work Proposal and signed District Contract
2. Submit a signed copy to CABE along with PO
3. Site agrees to provide LCD Projector and Screen
4. Meeting with school community to outline program, goals and outcomes
5. Orientation meeting for parents and teachers
6. Schedule parent workshops
7. Conduct meetings according to the approved schedule (weekly, biweekly or monthly workshops for parents)

We will be available to work with your school and help you establish a timeline for the services. Thank you again for this opportunity to work with you on this program to effectively engage parents and raise student achievement at your school.

Respectfully,



Jan Gustafson
CABE Chief Executive Officer

**SCOPE OF WORK PROPOSAL
CABE PROJECT 2-INSPIRE FAMILY, SCHOOL, COMMUNITY ENGAGEMENT PROGRAM**

CABE parent specialists will conduct 2 customized cohorts of 12 module topics in Spanish; Awareness Level parent leadership development sessions using the Project 2-INSPIRE Level 1 Curriculum for a maximum capacity of 25 parents, \$175.00 for each additional attendee. These sessions will be scheduled per a timeline approved by designated site staff and CABE's Parents Specialist availability. The CABE parent specialist will work with the contact to ensure that all activities are completed and conducted in the best possible manner. This site person will provide all relevant information so that the program is carried out as designed to ensure positive outcomes for parents, students and the school community.

The following services will be available:

1. 2 Customized cohorts of Awareness Level parent engagement sessions according to the approved schedule at the District Level (weekly, biweekly or monthly):

Payments will be made in the following manner:

- At contract signing half of total fees will be due **TOTAL \$8,500**
- A signed copy of the proposal along with a PO needs to be submitted to CABE
- Checks will be made payable to the California Association for Bilingual Education.

We will schedule the work for this project upon acceptance of this proposal, a signed district contract and will deliver the program based on your approved schedule for your

CABE CEO



CABE HQ
20888 Amar Rd.
Walnut, CA 91789

June 26, 2018

Williams Unified School District
260 Eleven St.
Williams, CA 95987

Date: _____

Tax ID #:953151449



June 13, 2019

CABE welcomes the opportunity to work with Williams Unified School District to offer our Expert Level Family, School, Community Engagement program. Our program builds the capacity of schools to meaningfully engage parents in their children's education with the outcome being increased student achievement.

The CABE 2-INSPIRE Program works with parents to increase their knowledge about schooling to ensure that parents have vital information about high quality educational options for their children (especially those traditionally underserved and/or attending Program Improvement schools). The Project 2-INSPIRE curriculum informs parents of their role in their children's education, works with parents so they learn how to work with the information acquired and develops parent leadership skills to ensure their participation and collaboration as part of the school community.

All three levels of the program share the same objective and goal: To increase parental engagement in their child's learning at home, school, and/or community; and thereby increase their child's academic achievement. However, each of the levels differs markedly in their approach, strategies, methods, activities, and outcomes for parents and their children.

Level 1- Awareness Level –This level has strong coverage of basic content and skill development delivered through traditional presenter-centered workshop format. The outcome is increased parent knowledge.

Level 2 – Mastery Level (comprised of 12 modules and available to schools and districts participating in the research study) - This participant-centered intensive training is provided at the school with on-going follow-up coaching and mentoring to accomplish two things: First, to help parents, teachers and administrators from the same school apply what they are learning to develop and implement individual action plans; and second, to help parents, teachers, and administrators in the same school develop the skills needed to work together as an effective Family-School-Community collaboration team. These efforts are clearly linked to specific student academic performance standards.

Level 3 – Expert Level (comprised of 16 modules and available to schools and districts participating in the research study) Trainer of Trainers, builds upon the knowledge and skills developed in Level 2 training in two ways: more in-depth coverage of the topics and issues covered; and, development of specific leadership skills, e.g., outreach, group process and facilitation skills to work with diverse communities, as well as how to engage diverse communities in a collaborative strategic planning process for providing children with quality teaching and learning at home, school, and community. This level provides parents with optimal on-going coaching and feedback as well as opportunities to “practice” teaching of the program modules to other parents.

All three levels are designed to provide parents with a strong awareness of California's school accountability system, academic content and performance standards, standards-based report cards, assessment, public school choice options, and supplemental service providers, in addition to topics

identified by parents (e.g., home learning activities, early childhood education, beyond high school opportunities, goal setting and financial planning for college).

The parent engagement program will be offered at your facility to up to 25 parents attending. Additional cost for each attendee that exceeds 25. We encourage you and any teachers from the site to also participate in the program so you to better understand what the parents are learning and how you can work together as a team.

In order to facilitate communication and schedule the parent engagement program at your school, we suggest appointing one person to whom we can contact to facilitate conducting the parent outreach and training. This person will have the authority to immediately respond to our requests for meeting space and parent outreach information.

The following is our overall schedule of proposed activities.

1. Approval of Work Proposal and signed District Contract
2. Submit a signed copy to CABE along with PO
3. Site agrees to provide LCD Projector and Screen
4. Meeting with school community to outline program, goals and outcomes
5. Orientation meeting for parents and teachers
6. Schedule parent workshops
7. Conduct meetings according to the approved schedule (weekly, biweekly or monthly workshops for parents)

We will be available to work with your school and help you establish a timeline for the services. Thank you again for this opportunity to work with you on this program to effectively engage parents and raise student achievement at your school.

Respectfully,



Jan Gustafson
CABE Chief Executive Officer

SCOPE OF WORK PROPOSAL

CABE PROJECT 2-INSPIRE FAMILY, SCHOOL, COMMUNITY ENGAGEMENT PROGRAM

CABE parent specialists will conduct customized Expert Level parent leadership development modules using the Project 2-INSPIRE Level 3 Curriculum for a maximum capacity of 25 parents. \$175.00 for each additional attendee. These sessions will be scheduled per a timeline approved by designated site staff and CABE's Parents Specialist availability. The CABE parent specialist will work with the contact to ensure that all activities are completed and conducted in the best possible manner. This site person will provide all relevant information so that the program is carried out as designed to ensure positive outcomes for parents, students and the school community.

The following services will be available:

1. Conduct (customized series) Level 3, 3-hour parent engagement sessions per the approved schedule at the District Level (weekly, biweekly or monthly):

Payments will be made in the following manner:

- At contract signing half of total fees will be due **TOTAL \$11,500**
- A signed copy of the proposal along with a PO needs to be submitted to CABE
- Checks will be made payable to the California Association for Bilingual Education.

We will schedule the work for this project upon acceptance of this proposal, a signed district contract and will deliver the program based on your approved schedule for your

CABE CEO



Tax ID #:953151449

Williams Unified School District
260 Eleven St. Williams CA 95987
(530)573-2550

June 13, 2019

Date: _____



DERIVI
CASTELLANOS
ARCHITECTS

Silicon Valley
95 S Market St, Suite 480
San Jose, CA 95113

Central Valley
3031 W March Ln, Suite 334
Stockton, CA 95219

dcaia.com

September 18, 2019

DCA #17.051A

Ms. Mechele Coombs
Director of Fiscal Services & Accountability
WILLIAMS UNIFIED SCHOOL DISTRICT
499 Marguerite Street, Suite C
Williams, CA 95987

Re: PROPOSAL FOR ADDITIONAL SERVICES (AS)
Williams High School Phase 1 Improvements
Date of Original Agreement: December 4, 2017
AS #1 – Add Accessible Toilet Rooms

Dear Ms. Coombs:

Please accept this Proposal for Additional Services related to the above-referenced project.

ADDITIONAL/REVISED SCOPE

- Move accessible toilets to Construction Documents Package A (from Packages B & C) per DSA plan check requirements

REVISED SCHEDULE

- No changes to schedule are proposed.

ARCHITECT FEE SUMMARY

- | | |
|--------------------------------------|-----------|
| • Original (Previous) Architect Fee: | \$587,850 |
| • Additional Architect Fee (AS #1): | \$12,760 |
| • Revised (Current) Architect Fee: | \$600,610 |

Please refer to attached Fee Estimate Summary.

CONTRACT TERMS

The additional scope proposed above will be performed under the terms of the original agreement.

ACCEPTANCE OF THIS PROPOSAL FOR ADDITIONAL SERVICES

WILLIAMS UNIFIED SCHOOL DISTRICT

DERIVI CASTELLANOS ARCHITECTS


(Signature of Client or Authorized Representative)

(Signature of Authorized Representative)

Dr. Edgar Lampkin, Superintendent
(Printed Name and Title)

(Printed Name and Title)

(Date)

(Date)

DERIVI CASTELLANOS ARCHITECTS

FEE ESTIMATE WORKSHEET

Williams Unified School District
Williams HS Phase 1 Improvements

Date: 9/18/19
Fee Estimate by: Juan Barroso
Construction Budget: --
DCA #: 17.051A
Revision: 0

DELIVERABLES: additional services to provide accessible toilet rooms in Package A per DSA plan check requirements.

Phase/Task	Managing Partner	Principal Architect	Cost Estimator	Senior Proj Coord	Senior Designer	Proj Coord	Designer	Clerical	DCA Staff Hours	DCA Staff Cost	Consultant Fees	Project Expenses	Total Cost
Hourly Rate (\$/hr):	\$220	\$190	\$165	\$135	\$135	\$100	\$100	\$65					
Additional Services													
Consturction document revlsions		8			24				32	\$4,760			\$4,760
									-	\$0			\$0
									-	\$0			\$0
									-	\$0			\$0
									-	\$0			\$0
									-	\$0			\$0
									-	\$0			\$0
ENGINEERS & CONSULTANTS:													
Structural Engineer									-	\$0	\$1,000		\$1,000
Plumbing Engineer									-	\$0	\$3,500		\$3,500
Electrical Engineer									-	\$0	\$3,500		\$3,500
									-	\$0			\$0
Subtotal - Staff Hours:	-	8	-	-	24	-	-	-	32				
Subtotals - Cost:	\$0	\$1,520	\$0	\$0	\$3,240	\$0	\$0	\$0		\$4,760	\$8,000	\$0	\$12,760



Pilot Partnership Agreement

Pilot Partnership Objectives:

1. Determine suitability of the Imagine Learning software for student populations.
2. Verify compatibility of program specifications with school and/or district infrastructure.
3. Allow for observation of student engagement and progress with Imagine Learning software.
4. Facilitate purchase decision.

Deliverable Elements:

1. Provide APM support to coordinate and monitor the pilot.
2. Provide Customer Success support, which includes the following:
 - Initial implementation planning meeting to set expectations regarding implementation tasks, timing, roles, and responsibilities to ensure pilot is successful.
 - One launch interaction.
 - One data review.
3. Meet with school representative and appropriate staff regularly to review implementation and student progress.
4. Meet with school representative no later than 14 days after conclusion of pilot to discuss purchase of Imagine Learning product(s).

Under this agreement, the Partnership Contact will do the following:


1. Work with the APM to complete and sign this Pilot Partnership Agreement.
2. Identify the appropriate timeframe for the pilot.
3. Serve as the school specialist or delegate this responsibility to another; the specialist will coordinate with Imagine Learning on the execution of the pilot.
4. Attend the initial implementation planning meeting.
5. Ensure proper student usage and proper teacher usage (including appropriate dashboards, reports, and resources).
6. Meet with APM regularly during the pilot and again within 14 days of the conclusion of the pilot.

Acknowledgement by Partnership Contact:

By signing the Pilot Partnership Agreement, I confirm that my Imagine Learning Area Partnership Manager and I have discussed the pricing structure of any Imagine Learning products that my school or district will pilot. The probability of a purchase has been explored, and there is a reasonable expectation that a successful pilot experience will result in a purchase order. Company will provide Customer access to the educational software product(s) as listed on #QT70734.

Williams USD (CA)

Imagine Learning, Inc.

By: 
 Print: Edgar Lampkin Ed. D.
 Title: Williams USD Superintendent
 Date: October 1, 2019

By: _____
 Print: Shelley Joyer
 Title: Area Partnership Manager
 Date: _____

Thank you for choosing Imagine Learning!

Any taxes, duties, and fees, included on this quote, are estimates only and are provided for planning purposes. Actual amounts will be invoiced.
 For information about Imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email:
privacy@imaginelearning.com.

**Bill To**

Accounts Payable
Williams Unified School District
P.O. Box 7
Williams CA 95987

Ship To

Williams Unified School District
499 Marguerite St.
Williams CA 95987

QT70734

Date 9/30/2019**Valid Until** 11/14/2019**Partnership
Manager** Shelley Joyer

This proposal is provided as a courtesy to you, our customer. Please direct any questions to your Area Partnership Manager, at (916) 990-8955 or shelley.joyer@imaginelearning.com.


Quantity	Item	Unit Price	Ext. Price
1	Imagine Español Pilot Unlimited student licenses for use in a program pilot; signed Pilot Partnership Agreement required. Valid through the 2019/2020 school year.	\$0.00	\$0.00

Include the quote number (#QT70734) and Accounts Payable email on all Purchase Orders.
Please fax, email or mail to:

Fax: (866) 507-9270
Email: PO@imaginelearning.com
Mail: Imagine Learning, Inc.
382 W. Park Circle, Ste 100
Provo, UT 84604

Subtotal \$0.00**Total Tax** \$0.00**Total:** \$0.00

I agree to this Partnership Pilot Agreement and ask to proceed:


Edgar Lampkin Ed. D.
Williams USD Superintendent

Thank you for choosing Imagine Learning!

Any taxes, duties, and fees, included on this quote, are estimates only and are provided for planning purposes. Actual amounts will be invoiced.
For information about Imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email:
privacy@imaginelearning.com.



September 12, 2019

Dr. Edgar Lampkin
Williams Unified School District
499 Marguerite Street, Suite C
Williams, CA 95987

RE: Potential Change Order # 104-99
Williams MP Building- #1840
Request to Use: Owner Contingency
Number of Requested Days: 0

Dear Dr. Lampkin,

We have finalized the required quotations for PCO Number **104-99** for the following extra work: **RFI 022 - Changes to Storm Chamber Installation**. We have reviewed the scopes of work and have verified that all extra items are in compliance with our contract agreement. The following is a detailed itemization of all costs:

Description	Contractor	Proposed Amt
RFI 022 – Changes to Storm Chamber Installation	Lamon Construction	(\$2,674.00)
Mark-Up (5%)	Clark/Sullivan	(\$133.70)
Owner Contingency		(\$2,807.70)

Per the terms and conditions of our agreement, please approve this contingency usage by signing below and returning to Clark & Sullivan Construction. If we do not receive this written authorization to proceed within 5 days, there may be cost and schedule impacts.

Respectfully,

CLARK/SULLIVAN CONSTRUCTION

WILLIAMS UNIFIED SCHOOL DISTRICT

Michael Flores 9-12-19

Authorized Representative

Date

Edgar Lampkin 9/25/19

Authorized Representative

Date

JK ARCHITECTURE ENGINEERING

[Signature]

Authorized Representative

Date



August 30, 2019

Dr. Edgar Lampkin
Williams Unified School District
499 Marguerite Street, Suite C
Williams, CA 95987

RE: Potential Change Order # 128-99
Williams MP Building- #1840
Request to Use: Owner Contingency
Number of Requested Days: 0

Dear Dr. Lampkin,

We have finalized the required quotations for PCO Number **128-99** for the following extra work: **Disposal of unforeseen Transite Pipe**. We have reviewed the scopes of work and have verified that all extra items are in compliance with our contract agreement. The following is a detailed itemization of all costs:

Description	Contractor	Proposed Amt
Disposal of unforeseen Transite Pipe	Warren Asbestos	\$2,000.00
Mark-Up (5%)	Clark/Sullivan	\$100.00
Owner Contingency		\$2,100.00

Per the terms and conditions of our agreement, please approve this contingency usage by signing below and returning to Clark & Sullivan Construction. If we do not receive this written authorization to proceed within 5 days, there may be cost and schedule impacts.

Respectfully,

CLARK/SULLIVAN CONSTRUCTION

WILLIAMS UNIFIED SCHOOL DISTRICT

Michael Flores 8-30-19

Authorized Representative Date

Edgar Lampkin 9/25/19
Authorized Representative Date

JK ARCHITECTURE ENGINEERING

[Signature] 10/04/2019
Authorized Representative Date



August 30, 2019

Dr. Edgar Lampkin
Williams Unified School District
499 Marguerite Street, Suite C
Williams, CA 95987

RE: Potential Change Order # 129-99
Williams MP Building- #1840
Request to Use: Owner Contingency
Number of Requested Days: 0

Dear Dr. Lampkin,

We have finalized the required quotations for PCO Number **129-99** for the following extra work: **Offsite Improvements - Add'l City Changes**. We have reviewed the scopes of work and have verified that all extra items are in compliance with our contract agreement. The following is a detailed itemization of all costs:

Description	Contractor	Proposed Amt
City Required changes in Crosswalk / Intersection striping	Sierra Traffic	\$3,500.00
Mark-Up (5%)	Clark/Sullivan	\$175.00
Owner Contingency		\$3,675.00

Per the terms and conditions of our agreement, please approve this contingency usage by signing below and returning to Clark & Sullivan Construction. If we do not receive this written authorization to proceed within 5 days, there may be cost and schedule impacts.

Respectfully,

CLARK/SULLIVAN CONSTRUCTION

WILLIAMS UNIFIED SCHOOL DISTRICT

Michael Flores 8-30-19

Authorized Representative Date

Edgar Lampkin 9/25/19
Authorized Representative Date

JK ARCHITECTURE ENGINEERING

Authorized Representative Date



September 12, 2019

Dr. Edgar Lampkin
Williams Unified School District
499 Marguerite Street, Suite C
Williams, CA 95987

RE: Potential Change Order # 131-99
Williams MP Building- #1840
Request to Use: Owner Contingency
Number of Requested Days: 0

Dear Dr. Lampkin,

We have finalized the required quotations for PCO Number 131-99 for the following extra work: **Credit for unused funding for Dewatering.** We have reviewed the scopes of work and have verified that all extra items are in compliance with our contract agreement. The following is a detailed itemization of all costs:

Description	Contractor	Proposed Amt
Credit for unused approved funding for Dewatering	Lamon Construction	(\$23,548.00)
Mark-Up (5%)	Clark/Sullivan	(\$1,177.40)
Owner Contingency		(\$24,725.40)

Per the terms and conditions of our agreement, please approve this contingency usage by signing below and returning to Clark & Sullivan Construction. If we do not receive this written authorization to proceed within 5 days, there may be cost and schedule impacts.

Respectfully,

CLARK/SULLIVAN CONSTRUCTION

WILLIAMS UNIFIED SCHOOL DISTRICT

Michael Flores 9-12-19

Authorized Representative

Date

Edgar Lampkin 9/25/19

Authorized Representative

Date

JK ARCHITECTURE ENGINEERING

[Signature]

Authorized Representative

Date



September 12, 2019

Dr. Edgar Lampkin
Williams Unified School District
499 Marguerite Street, Suite C
Williams, CA 95987

RE: Potential Change Order # 132-99
Williams MP Building- #1840
Request to Use: Owner Contingency
Number of Requested Days: 0

Dear Dr. Lampkin,

We have finalized the required quotations for PCO Number **132-99** for the following extra work: **RFI 077 - Credit for sanitary sewer changes to Drinking Fountain**. We have reviewed the scopes of work and have verified that all extra items are in compliance with our contract agreement. The following is a detailed itemization of all costs:

Description	Contractor	Proposed Amt
Credit for sanitary sewer changes for new drinking fountain	WWF Plumbing	(\$229,30)
Mark-Up (5%)	Clark/Sullivan	(\$11,47)
Owner Contingency		(\$240,77)

Per the terms and conditions of our agreement, please approve this contingency usage by signing below and returning to Clark & Sullivan Construction. If we do not receive this written authorization to proceed within 5 days, there may be cost and schedule impacts.

Respectfully,

CLARK/SULLIVAN CONSTRUCTION

WILLIAMS UNIFIED SCHOOL DISTRICT

Michael Flores 9-12-19

Authorized Representative Date

Edgar Lampkin 9/25/19
Authorized Representative Date

JK ARCHITECTURE ENGINEERING

[Signature] 09-12-19
Authorized Representative Date



August 19, 2019

Dr. Edgar Lampkin
Williams Unified School District
499 Marguerite Street, Suite C
Williams, CA 95987

RE: Potential Change Order # 302-99
Williams MP Building- #1840
Request to Use: Construction Contingency
Number of Requested Days: 0

Dear Dr. Lampkin,

We have finalized the required quotations for PCO Number **302-99** for the following extra work: **Supply and Install railings at stairs & ramp**. We have reviewed the scopes of work and have verified that all extra items are in compliance with our contract agreement. The following is a detailed itemization of all costs:

Description	Contractor	Proposed Amt
Supply/Install stair railings at stairs & ramp	JD2	\$18,000.
Mark-Up (5%)		\$900.
Construction Contingency		\$18,900.00

Per the terms and conditions of our agreement, please approve this contingency usage by signing below and returning to Clark & Sullivan Construction. If we do not receive this written authorization to proceed within 5 days, there may be cost and schedule impacts.

Respectfully,

CLARK/SULLIVAN CONSTRUCTION

WILLIAMS UNIFIED SCHOOL DISTRICT

Michael Flores

8-19-19

Authorized Representative

Date

Edgar Lampkin

9/25/19

Authorized Representative

Date

Williams Unified School

District

Business Department
499 Marguerite St. Ste. C
Williams, CA 95987
(530) 473-2550 FAX (530) 473-5894

9.5

PURCHASE ORDER

NO: PO20-00218

DATE 10/01/2019

SHIP TO:

District Office
499 Marguerite St, Ste. C
Williams, CA 95987--007

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES and enclose PACKING LIST with ALL shipments.
2. Purchase order number must appear on packing slips, invoices, packages, and correspondence relating to this order.
3. No deviation in PRICE or SUBSTITUTION permitted without notice and acceptance prior to shipment.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.

ORDERED FROM:

FAX:

Renaissance Learning
Po Box 8036
Wisconsin Rapids, WI 54495

Vendor Telephone (715) 424-3636

ORDER LOCATION				VENDOR #	REQUISITIONER	REQUISITION #
000 - District Office				002979/1	Edgar Lampkin	R20-00374
DATE REQUIRED		F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #
ITEM	QTY	UNIT	DESCRIPTION	UNIT COST		EXTENSION
1	1	EACH	1200 Star math Subscriptions 19/20	4,997.99		\$4,997.99
2	1	EACH	77 Accelerated Reader Subscription 19/20	506.66		\$506.66
3	1	EACH	77 Star Reading Subscription 19/20	351.04		\$351.04
4	1	EACH	77 Accelerated Reader Subscription 20/21	506.66		\$506.66
5	1	EACH	1200 Star Math Subscription 20/21	4,997.99		\$4,997.99
6	1	EACH	77 Star Reading Subscription 20/21	351.04		\$351.04
7	1	EACH	77 Accelerated Reader Subscription 21/22	506.66		\$506.66
8	1	EACH	1200 Star Math Subscription 21/22	4,997.99		\$4,997.99
9	1	EACH	77 Star Reading Subscription 21/22	351.04		\$351.04
10	1	EACH	Custom Data Integration Level 5 19/20	2,918.66		\$2,918.66
11	1	EACH	Custom Data Integration Level 5 20/21	668.67		\$668.67
12	1	EACH	Custom Data Integration Level 5 21/22	668.67		\$668.67
13	9	EACH	Virtual Learning Session 90 Mins	450.00		\$4,050.00
14	1	EACH	Renaissance Smart Start Product Training 19/20	.00		\$0.00
15	6	EACH	Annual Coaching 19/20	1,500.00		\$9,000.00
16	1	EACH	Renaissance Smart Start Product Training 20/21	.00		\$0.00
17	1	EACH	Renaissance Smart Start Product Training 21/22	.00		\$0.00
				Order Sub-Total		\$34,873.07
				Sales Tax		.00
				Shipping		.00
				Adjustment		.00
				Order Total		\$34,873.07
				ACCOUNT DISTRIBUTION	AMOUNT	
				(000688) 01- 0003- 0- 5800- 1110- 2420- 000- 0000- 5050	\$21,824.35	

District

Business Department
499 Marguerite St. Ste. C
Williams, CA 95987
(530) 473-2550 FAX (530) 473-5894

PURCHASE ORDER

NO: PO20-00218
DATE 10/01/2019

SHIP TO:

District Office
499 Marguerite St, Ste. C
Williams, CA 95987--007

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES and enclose PACKING LIST with ALL shipments.
2. Purchase order number must appear on packing slips, invoices, packages, and correspondence relating to this order.
3. No deviation in PRICE or SUBSTITUTION permitted without notice and acceptance prior to shipment.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepaid, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.

ORDERED FROM:

Renaissance Learning
Po Box 8036
Wisconsin Rapids, WI 54495

FAX:

Vendor Telephone (715) 424-3636

[illegible]

RENAISSANCE®

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
2182306

Williams Unified School District - 288615

PO Box 7

Williams, CA 95987-0007

Contact: Edgar Lampkin - (530) 473-2550

Email: elampkin@williams.k12.ca.us

Reference ID: 409001

Created: 10/01/2019

Quote Summary

School Count: 1

Renaissance Products & Services Total	\$46,113.40
Applied Discounts	\$(11,240.33)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$34,873.07

This quote includes: Renaissance Accelerated Reader, Renaissance Star Math and Renaissance Star Reading.

** USD \$3,478.89 of the discount is due to paying for multiple years up front.

To receive applicable discounts, all orders included on this quote must be received at the same time.

By signing below, you

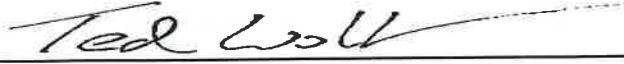
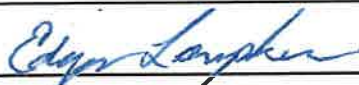
- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	Williams Unified School District - 288615
	By: 
Name: Ted Wolf	Name: <u>Edgar Lampkin Ed. D.</u>
Title: VP - Corporate Controller	Title: <u>Williams USD Superintendent</u>
Date: 10/01/2019	Date: <u>October 3, 2019</u>
	Invoice Date: <u>October 30, 2019</u>

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036

Fax: (877)280-7642

Email: electronicorders@renaissance.com

RENAISSANCE®

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
2182306

Phone: (877)444-3172

If changes are necessary, or additional information is required, please contact your account executive Paul Ackerman at (866)560-3913, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

This quote is valid for 30 days. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Quote Details

Williams Unified School District - 288615

Products & Services	Subscription Period	Quantity	Unit Price	Total
Quote Year 1				
Data Integration Services				
Custom Data Integration Level 5 (0 - 1,500 Subscriptions)	07/01/2019 - 06/30/2020	1	\$5,000.00	\$5,000.00
Professional Services				
Virtual Learning Session - 90 mins		3	\$450.00	\$1,350.00
6 Hour Onsite Day		1	\$3,000.00	\$3,000.00
Quote Year 1 Subtotal			\$9,350.00	
Quote Year 2				
Data Integration Services				
Custom Data Integration Level 5 (0 - 1,500 Subscriptions) - Renewal	07/01/2020 - 06/30/2021	1	\$2,500.00	\$2,500.00
Professional Services				
Virtual Learning Session - 90 mins		3	\$450.00	\$1,350.00
Annual Coaching	07/01/2020 - 06/30/2021	2	\$1,500.00	\$3,000.00
Quote Year 2 Subtotal			\$6,850.00	
Quote Year 3				
Data Integration Services				
Custom Data Integration Level 5 (0 - 1,500 Subscriptions) - Renewal	07/01/2021 - 06/30/2022	1	\$2,500.00	\$2,500.00
Professional Services				
Virtual Learning Session - 90 mins		3	\$450.00	\$1,350.00
Annual Coaching	07/01/2021 - 06/30/2022	2	\$1,500.00	\$3,000.00
Quote Year 3 Subtotal			\$6,850.00	
Williams Unified School District Subtotal			\$23,050.00	
Applied Discounts			\$(5,744.00)	
Williams Unified School District Total			USD \$17,306.00	

Williams Elementary School - 1215307

Products & Services	Subscription Period	Quantity	Unit Price	Total
Quote Year 1				
Star Math One-Time Fee		1	\$1,599.00	\$1,599.00
Renaissance Applications				
Accelerated Reader Subscription Add-On	07/01/2019 - 06/30/2020	77	\$7.00	\$539.00
Star Math Subscription	07/01/2019 - 06/30/2020	1,200	\$4.85	\$5,820.00
Star Reading Subscription Add-On	07/01/2019 - 06/30/2020	77	\$4.85	\$373.45

RENAISSANCE®

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Quote
 # 2182306

Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Quote Year 1 Subtotal			\$8,331.45	
Quote Year 2				
Renaissance Applications				
Accelerated Reader Subscription Add-On	07/01/2020 - 06/30/2021	77	\$7.25	\$558.25
Star Math Subscription Renewal	07/01/2020 - 06/30/2021	1,200	\$5.20	\$6,240.00
Star Reading Subscription Add-On	07/01/2020 - 06/30/2021	77	\$5.20	\$400.40
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Quote Year 2 Subtotal			\$7,198.65	
Quote Year 3				
Renaissance Applications				
Accelerated Reader Subscription Add-On	07/01/2021 - 06/30/2022	77	\$7.45	\$573.65
Star Math Subscription Renewal	07/01/2021 - 06/30/2022	1,200	\$5.45	\$6,540.00
Star Reading Subscription Add-On	07/01/2021 - 06/30/2022	77	\$5.45	\$419.65
Professional Services				
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00
Quote Year 3 Subtotal			\$7,533.30	
Williams Elementary School Subtotal			\$23,063.40	
Applied Discounts			\$(5,496.33)	
Williams Elementary School Total			USD \$17,567.07	

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Williams Unified School

District

Business Department
499 Marguerite St. Ste. C
Williams, CA 95987
(530) 473-2550 FAX (530) 473-5894

PURCHASE ORDER

NO: PO20-00223

DATE 10/04/2019

SHIP TO:

Williams Jr./Sr. High School
222 11th St
Williams, CA 95987

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES and enclose PACKING LIST with ALL shipments.
2. Purchase order number must appear on packing slips, invoices, packages, and correspondence relating to this order.
3. No deviation in PRICE or SUBSTITUTION permitted without notice and acceptance prior to shipment.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.

ORDERED FROM:

FAX:

Irwin Seating Company
610 E Cumberland
Altamont, IL 62411

Vendor Telephone (618) 483-6157

ORDER LOCATION 300 - Williams Jr./Sr. High School		VENDOR # 004894/1	REQUISITIONER Edgar Lampkin	REQUISITION # R20-00396		
DATE REQUIRED	F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #	
ITEM	QTY	UNIT	DESCRIPTION		UNIT COST	EXTENSION
1	1	EACH	Bleachers as specified in Quote QT191982		64,136.21	\$64,136.21
					Order Sub-Total	\$64,136.21
					Sales Tax	.00
					Shipping	.00
					Adjustment	.00
					Order Total	\$64,136.21
ACCOUNT DISTRIBUTION					AMOUNT	
(002366) 35- 0000- 0- 6500- 0000- 8500- 000- 0000- 9600					\$64,136.21	

PRICE QUOTATION



Customer: **Southwest Interiors, Inc**
Contact: **Ray Walters**
Project: **Williams High School**
Address: **Williams, CA 95987**
County: **Colusa**

Date: **09/18/2019**
Requested
Delivery Date:
4/1/2020
Quote #: **QT191982**

Irwin Seating Company
Telescopic Division
610 E. Cumberland
Altamont, IL 62411
Telephone: (618) 483-6157

*Shipment 90-120 Days After All Approvals, Field checks & Color Selections
Delivery Date Will Be Assigned Based On Capacity Availability.*

The pricing on this Quotation is based on the delivery date no later than September 30, 2020. If delivery is postponed to October 1, 2020 through March 31, 2021, a 3% Delivery Escalation will be added, as well as for each 6 month interval following. Quotations that have expired or Orders placed after pricing has expired may be subject to a price increase.

Removal of existing bleachers not included. Labor pricing based on installing prior to 7/1/20. Later installations will have add cost due to Carpenter annual rate increase.

*** Bidding Standard Irwin Seating Company Telescopic Product, Specifications And Finishes Only!*

*** Bidding Standard Black Powder Coat Understructure & Railings Only.*

*** Wheelchair Spaces To Be Located By Bleacher Manufacturer.*

*** Purchase Order or Contract must be issued directly to:*

Irwin Seating Company
610 East Cumberland Road, Altamont, IL 62411

*** Bidding 2 Of 15 Standard Plastic Colors.*

See attached plan and section drawings.

Release A

Base Bid - Group 1 (Manual Operation)

VersaTract with Standard Deck Seating Requirements

63' - 0" plus end rails (3 Rectangular Sections)

5 Seating Rows

10" Rise

22" Spacing

Clear Coat 5/8 Decking

Standard 11 inch Deck Level Filler

Wall attached

Pressure Treated Stringers

Manual Operation

Tug Frames

1 Operator Handle

186 - 10" Infinity Seats (18" Wide Seats), Tread Mounted on Telescopic

2 Sets of Self Storing End Rails Starting At Row 2

2 - End Curtains

5 - 36" x 22" Recov. Wheel Chair Spaces w/No Rail

PRICE QUOTATION



Customer: **Southwest Interiors, Inc**
Contact: **Ray Walters**
Project: **Williams High School**
Address: **Williams, CA 95987**
County: **Colusa**

Date: **09/18/2019**
Requested
Delivery Date:
4/1/2020
Quote #: **QT191982**

Irwin Seating Company
Telescopic Division
610 E. Cumberland
Altamont, IL 62411
Telephone: (618) 483-6157

5 - HandiCap Signs
5 - Companion Signs
8 Rubber Gap Closures
Galvanized Nose and Rear Beam
Aisle #1 is 54 inches wide, with
 Smart Rail
 Standard Steel steps including Removable Front Step
Aisle #2 is 54 inches wide, with
 Smart Rail
 Standard Steel steps including Removable Front Step
Estimated Seating Capacity = 186 + 5 Recoverable Wheel Chair Spaces

Base Bid - Group 2 (Manual Operation)

VersaTract with Standard Deck Seating Requirements
63' - 0" plus end rails (3 Rectangular Sections)
5 Seating Rows
10" Rise
22" Spacing
Clear Coat 5/8 Decking
Standard 11 inch Deck Level Filler
Wall attached
Pressure Treated Stringers
Manual Operation
Tug Frames
186 - 10" Infinity Seats (18" Wide Seats), Tread Mounted on Telescopic
2 Sets of Self Storing End Rails Starting At Row 2
2 - End Curtains
5 - 36" x 22" Recov. Wheel Chair Spaces w/No Rail
5 - HandiCap Signs
5 - Companion Signs
6 Rubber Gap Closures
Galvanized Nose and Rear Beam
Aisle #1 is 54 inches wide, with
 Smart Rail
 Standard Steel steps including Removable Front Step
Aisle #2 is 54 inches wide, with
 Smart Rail
 Standard Steel steps including Removable Front Step
Estimated Seating Capacity = 186 + 5 Recoverable Wheel Chair Spaces

PRICE QUOTATION



Customer: **Southwest Interiors, Inc**
Contact: **Ray Walters**
Project: **Williams High School**
Address: **Williams, CA 95987**
County: **Colusa**

Date: **09/18/2019**
Requested
Delivery Date:
4/1/2020
Quote #: **QT191982**

Irwin Seating Company
Telescopic Division
610 E. Cumberland
Altamont, IL 62411
Telephone: (618) 483-6157

Base Bid – Manual Operation

Base Bid Total:	\$ 64,136.21
-----------------	---------------------

Option #1 – 208V-3ph Power

Option #1 Total:	\$ 72,185.27
------------------	---------------------

Pricing includes materials, tax, freight and installation.

Quotation good until Sunday, November 17, 2019

Quotation does not include obtaining DSA structural approval, not required by code for 5 rows

Prepared by: *Michael Briggerman*

"PROSPECT DRAWING FOR CONCEPT ONLY. NOT FOR CONSTRUCTION."



**Irwin
Seating
Company**

TELESCOPIC DIVISION

US ROUTE 40 EAST
PO BOX 320
ALTAMONT, IL 62411

Toll Free: (877) 597-1122
Phone: (618) 483-6157
Fax: (618) 483-5538

www.irwinseating.com

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VersaTran Requirements:

65'-1" Group Length (Including end rails)
• (3 Rectangular Sections)
• 5 Rows
• 10" Rise
• 22" Spacing
TAG Panelcam 5/8" Docking
11 inch Deck Level Filler
Wall Attached
Pressure Treated Wall Stringers
Manual Operation
1 Operator Handle with Tug Frames
185 10" Infinity (18" Wide Seals)
• Tread Mounted on Telescopic
2 Sets of Self-storing End Rails (Starting at Row 3)
Left And Right Standard End Curtains
5 - 36" x 22" Recoverable Wheel Chair Spaces
Galvanized Nose and Rear Beam
2 Aisles 54 inches wide
• Smart Rail aisle rail
• Standard Steel steps including Front Step
Seating Capacity: 185

MATERIALS AND FINISHES

	MATERIAL	FINISH
Decking:	5/8" TAG Panelcam	#37 Grey
Riser Beam:	A653 Steel, 14 GA.	Galvanized
Nose Beam:	A653 Steel, 14 GA.	Galvanized
Understructure:	Steel	Black Powder Coat
Guard Rails:	A500B Steel	Black Powder Coat
Handrails:	A500B A 1/2 O.D.	Black Powder Coat
Aisle Steps 1:	14 Ga. Steel	Galvanized
Aisle Steps 2:	N/A	N/A
Curtains:	14 oz. Vinyl	Verify
End Panel:	N/A	N/A
Gap Closures:	Verify	Verify
Seat Type 1:	10" Infinity	Verify
Seat Type 2:	N/A	N/A

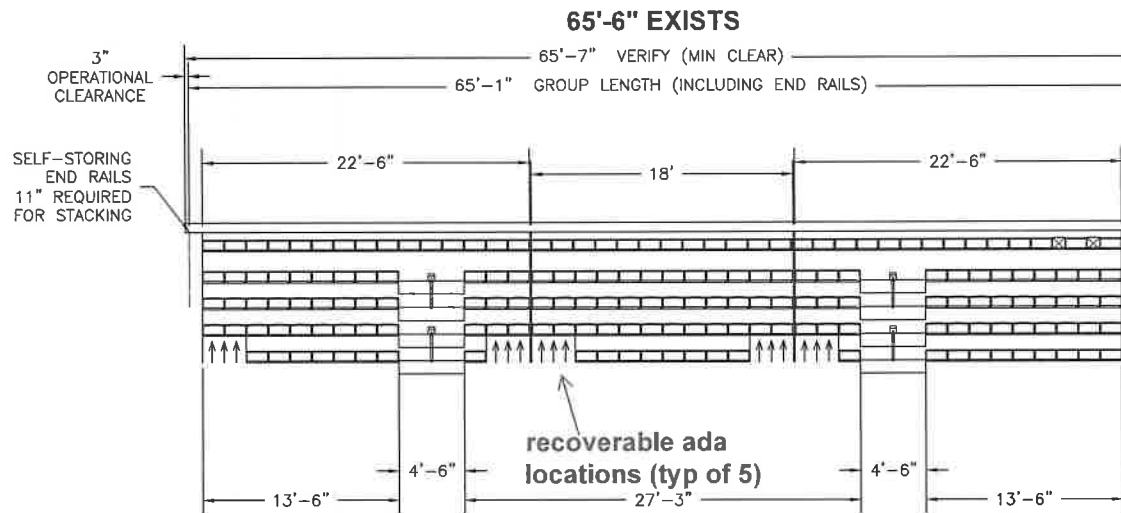
A	No.	Revision/Issue	Rev Date	Drafter Initials	App'd Date	Engineer Initials

Williams HS

Williams CA

SCALE: N.T.S.	DATE: 9/9/2019	PRJ. NO. RW-190012	SHEET 1	REV. NO. 0
DRAWN BY: [Signature]	CHECKED BY: [Signature]			

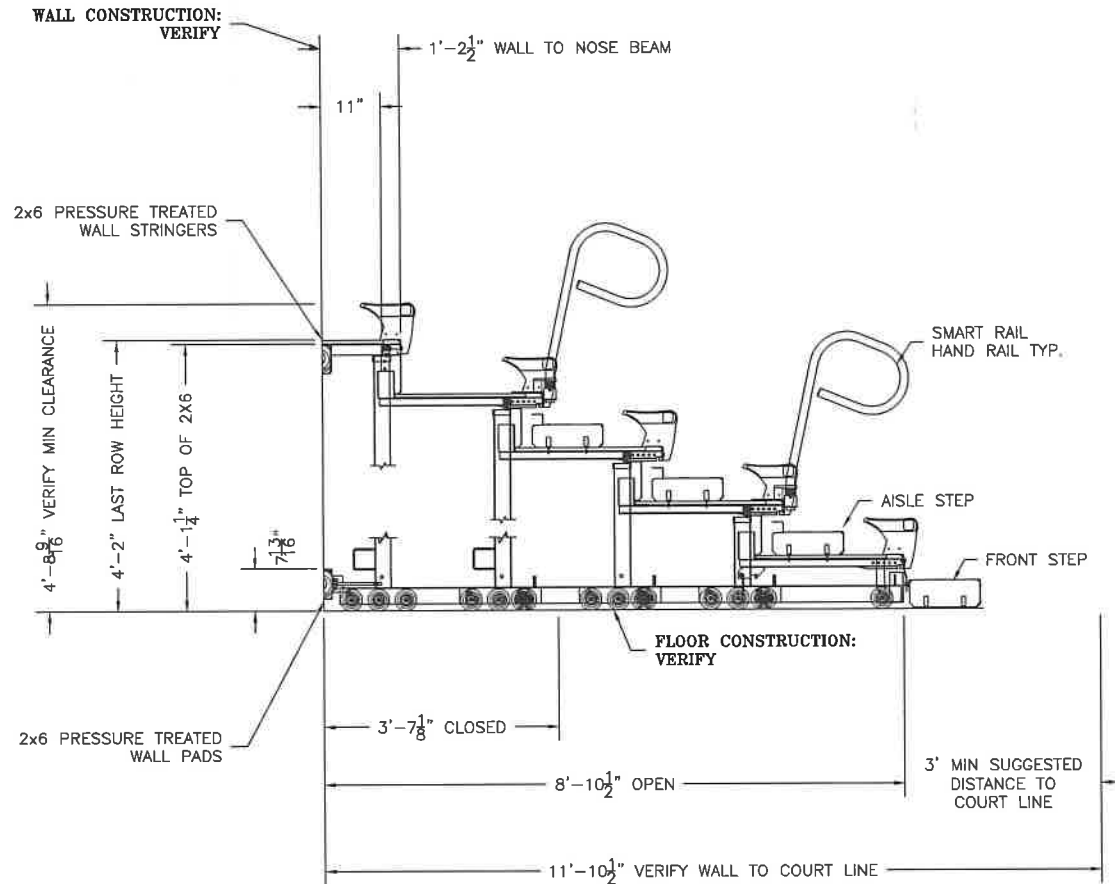
ALTHOUGH BUILDING CODES HAVE BEEN CONSIDERED IN DEVELOPING THIS SEATING PLAN, VERIFICATION OF COMPLIANCE WITH BUILDING CODES IS THE EXCLUSIVE RESPONSIBILITY OF THE CUSTOMER AND/OR ARCHITECT.



PLAN VIEW GROUP 1

SCALE: N.T.S.

"PROSPECT DRAWING FOR CONCEPT ONLY. NOT FOR CONSTRUCTION."



Irwin Seating Company

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US ROUTE 40 EAST
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ALTAMONT, IL 62411
Toll Free: (877) 587-1122
Phone: (618) 483-6157
Fax: (618) 483-5539
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10" ROW RISE
22" ROW SPACING

No.	Revision/Issue	Rev	Date	Drafter Initials	Apprv's Date	Engineer Initials
A						

Williams HS
Williams CA

Shop Dwg

SCALE: N.T.S. DATE: 9/9/2019

DRAWN BY: 1 SHEET OF 1

CHECKED BY: 1

REV. NO. 0

Elev

ALTHOUGH BUILDING CODES HAVE BEEN CONSIDERED IN DEVELOPING THIS SEATING PLAN, VERIFICATION OF COMPLIANCE WITH BUILDING CODES IS THE EXCLUSIVE RESPONSIBILITY OF THE CUSTOMER AND/OR ARCHITECT.

A ELEVATION GROUP 1
SCALE: N.T.S.

2019-2020**Incoming**

Colusa	11
Maxwell	3
Pierce	2
Princeton	<u>1</u>
Total	17

Outgoing

Coastal Buttes	1
Colusa	52
Community	1
Home School	2
Maxwell	27
Meridian	2
Pierce	62
Princeton	9
Sutter Charter	5
Vacaville	2
Willows	2
Woodland	<u>1</u>
Total	166

R: 10/8/19

WUSD Inter District Transfers 2019-2020

UPDATED										10/8/2019			Verif. Ltr. Mailed 2019-20	A/approved D/denied V/verified 2019-20
STU I.D.	#	GR	FROM	TO	Child	Employ.	Sibling	Other	Senior	Renewal Letters	New 2019-20			
Incoming	1	9	Colusa	Williams		1				1				A 10/4/19
Incoming	2	4	Colusa	Williams		1				1				A 10/4/19
Incoming	3	12	Princeton	Williams				1	1					
Incoming	4	6	Colusa	Williams	1					1				
Incoming	5	9	Colusa	Williams	1					1				
Incoming	6	12	Pierce	Williams				1	1					A 9/17/19
Incoming	7	11	Colusa	Williams				1		1				
Incoming	8	K	Maxwell	Williams	1						1	New for 2019-20		A 3/6/19
Incoming	9	2	Maxwell	Williams		1				1				
Incoming	10	12	Colusa	Williams		1			1					
Incoming	11	1	Colusa	Williams		1				1				
Incoming	12	6	Colusa	Williams				1			1	New for 2019-20		A 8/6/19
Incoming	13	9	Maxwell	Williams		1				1				
Incoming	14	10	Colusa	Williams		1				1				
Incoming	15	11	Pierce	Williams				1		1				
Incoming	16	10	Colusa	Williams				1		1				A 8/2/19
Incoming	17	TK	Colusa	Williams		1					1	New for 2019-20		A 7/30/19
Outgoing	1	7	Williams	Pierce				1		1			2/11/2019	A 2/27/19
Outgoing	2	3	Williams	Pierce	1					1			2/11/2019	A 2/27/19
Outgoing	3	K	Williams	Pierce	1						1	New for 2019-20		A 4/3/19
Outgoing	4	1	Williams	Princeton		1				1			2/11/2019	A 3/28/19
Outgoing	5	1	Williams	Pierce	1					1			3/13/2019	A 3/28/19
Outgoing	6	8	Williams	Pierce		1					1	New for 2019-20		A 9/3/19
Outgoing	7	10	Williams	Meridian				1		1			2/11/2019	
Outgoing	8	5	Williams	Colusa		1				1			2/11/2019	A 5/17/19
Outgoing	9	10	Williams	Colusa		1				1			2/11/2019	A 5/17/19
Outgoing	10	8	Williams	Maxwell				1			1	New for 2019-20		A 8/22/19
Outgoing	11	6	Williams	Princeton			1				1	New for 2019-20		A 9/9/19
Outgoing	12	8	Williams	Colusa				1		1			2/11/2019	A 2/15/19
Outgoing	13	10	Williams	Colusa				1		1			2/11/2019	A 2/15/19
Outgoing	14	8	Williams	Colusa		1				1			2/11/2019	A 3/18/19
Outgoing	15	9	Williams	Colusa	1					1			2/11/2019	A 3/13/19
Outgoing	16	6	Williams	Colusa	1					1			2/11/2019	A 3/13/19
Outgoing	17	8	Williams	Colusa		1				1			2/11/2019	A 5/20/19
Outgoing	18	10	Williams	Pierce		1				1			Verified	A 1/9/19
Outgoing	19	7	Williams	Home School				1		1			2/11/2019	V 5/31/19
Outgoing	20	9	Williams	Colusa				1		1			2/11/2019	

WUSD Inter District Transfers 2019-2020

Outgoing	21	8	Willams	Pierce	1						1	2/11/2019	
Outgoing	22	11	Williams	Pierce	1						1	2/11/2019	
Outgoing	23	7	Williams	Pierce	1						1	2/11/2019	
Outgoing	24	1	Williams	Pierce	1						1	2/11/2019	A 3/28/19
Outgoing	25	12	Williams	Pierce	1				1		1	2/11/2019	A 2/27/19
Outgoing	26	8	Williams	Pierce	1						1	2/11/2019	A 2/27/19
Outgoing	27	7	Williams	Meridian				1			1	2/11/2019	
Outgoing	28	12	Williams	Colusa				1	1			2/11/2019	A 2/15/19
Outgoing	29	4	Williams	Pierce			1				1	New for 2019-20	A 8/12/19
Outgoing	30	8	Williams	Pierce	1						1	2/11/2019	A 4/24/19
Outgoing	31	12	Williams	Princeton				1	1			New for 2019-20	A 9/3/19
Outgoing	32	K	Williams	Pierce	1						1	New for 2019-20	A 5/21/19
Outgoing	33	5	Williams	Colusa		1					1	2/11/2019	A 3/28/19
Outgoing	34	10	Williams	Colusa		1					1	2/11/2019	A 3/28/19
Outgoing	35	8	Williams	Pierce		1					1	2/11/2019	A 3/7/19
Outgoing	36	4	Williams	Sutter Charter		1					1	2/11/2019	V 9/4/19
Outgoing	37	4	Williams	Maxwell	1						1	2/11/2019	A 2/25/19
Outgoing	38	6	Williams	Maxwell	1						1	2/11/2019	A 2/25/19
Outgoing	39	11	Williams	Sutter Charter				1			1	2/11/2019	V 2/26/19
Outgoing	40	9	Williams	Sutter Charter				1			1	2/11/2019	V 2/26/19
Outgoing	41	5	Williams	Pierce	1						1	2/11/2019	A 3/14/19
Outgoing	42	7	Williams	Pierce	1						1	2/11/2019	A 3/14/19
Outgoing	43	2	Williams	Pierce		1					1	2/11/2019	
Outgoing	44	7	Williams	Colusa		1					1	2/11/2019	A 2/15/19
Outgoing	45	5	Williams	Colusa		1					1	2/11/2019	A 2/15/19
Outgoing	46	5	Williams	Pierce		1					1	New for 2019-20	A 8/12/19
Outgoing	47	1	Williams	Pierce		1					1	New for 2019-20	A 8/12/19
Outgoing	48	3	Williams	Pierce		1					1	New for 2019-20	A 8/12/19
Outgoing	49	10	Williams	Vacaville		1					1	2/11/2019	
Outgoing	50	10	Williams	Vacaville		1					1	2/11/2019	
Outgoing	51	11	Williams	Colusa		1					1	2/11/2019	
Outgoing	52	9	Williams	Colusa		1					1	2/11/2019	
Outgoing	53	3	Williams	Willows	1						1	2/11/2019	A 4/9/19
Outgoing	54	9	Williams	Princeton				1			1	2/11/2019	A 8/15/19
Outgoing	55	10	Williams	Princeton				1			1	2/11/2019	A 8/15/19
Outgoing	56	6	Williams	Willows	1						1	2/11/2019	A 4/9/19
Outgoing	57	8	Williams	Princeton				1			1	2/11/2019	A 8/15/19
Outgoing	58	5	Williams	Colusa		1					1	2/11/2019	
Outgoing	59	12	Williams	Woodland		1			1			2/11/2019	
Outgoing	60	K	Williams	Colusa		1					1	New for 2019-20	A 4/12/19
Outgoing	61	8	Williams	Colusa		1					1	2/11/2019	
Outgoing	62	4	Williams	Colusa		1					1	2/11/2019	

WUSD Inter District Transfers 2019-2020

Outgoing	63	7	Williams	Maxwell				1				1	New for 2019-20	A 9/16/19
Outgoing	64	4	Williams	Maxwell				1				1	New for 2019-20	A 9/16/19
Outgoing	65	3	Williams	Pierce				1			1		2/11/2019	A 2/27/19
Outgoing	66	5	Williams	Pierce			1				1		2/11/2019	A 6/24/19
Outgoing	67	2	Williams	Pierce			1				1		2/11/2019	A 6/24/19
Outgoing	68	12	Williams	Colusa					1	1			2/11/2019	
Outgoing	69	6	Williams	Maxwell			1				1		2/11/2019	A 8/1/19
Outgoing	70	5	Williams	Maxwell			1				1		2/11/2019	A 8/1/19
Outgoing	71	6	Williams	Maxwell			1				1		2/11/2019	A 8/1/19
Outgoing	72	10	Williams	Colusa					1		1		2/11/2019	A 3/4/19
Outgoing	73	12	Williams	Colusa			1			1			2/11/2019	A 3/4/19
Outgoing	74	11	Williams	Colusa					1		1		2/11/2019	A 3/18/19
Outgoing	75	10	Williams	Maxwell					1		1		2/11/2019	A 4/5/19
Outgoing	76	10	Williams	Maxwell					1		1		2/11/2019	A 4/5/19
Outgoing	77	9	Williams	Maxwell					1		1		2/11/2019	A 4/5/19
Outgoing	78	1	Williams	Maxwell			1				1		2/11/2019	A 2/28/19
Outgoing	79	7	Williams	Maxwell			1				1		2/11/2019	A 2/28/19
Outgoing	80	3	Williams	Pierce			1				1		2/11/2019	A 3/7/19
Outgoing	81	3	Williams	Maxwell			1				1		2/11/2019	A 2/28/19
Outgoing	82	5	Williams	Pierce			1				1		2/11/2019	A 3/7/19
Outgoing	83	1	Williams	Maxwell								1	New for 2019-20	
Outgoing	84	8	Williams	Colusa			1					1	New for 2019-20	A 8/13/19
Outgoing	85	11	Williams	Home School								1	New for 2019-20	V 10/7/19
Outgoing	86	5	Williams	Maxwell							1		2/11/2019	A 2/25/19
Outgoing	87	K	Williams	Pierce								1	New for 2019-20	A 8/12/19
Outgoing	88	7	Williams	Pierce			1				1		2/11/2019	A 7/30/19
Outgoing	89	12	Williams	Colusa					1	1			2/11/2019	A 8/9/19
Outgoing	90	9	Williams	Pierce			1				1		2/11/2019	A 7/30/19
Outgoing	91	5	Williams	Coastal Buttes							1		2/11/2019	
Outgoing	92	4	Williams	Colusa			1				1		2/11/2019	A 8/13/19
Outgoing	93	1	Williams	Colusa			1				1		2/11/2019	A 8/13/19
Outgoing	94	12	Williams	Pierce			1			1			2/11/2019	A 3/7/19
Outgoing	95	12	Williams	Pierce					1	1			2/11/2019	A 3/7/19
Outgoing	96	9	Williams	Colusa			1					1	New for 2019-20	A 8/6/19
Outgoing	97	7	Williams	Colusa			1				1		2/11/2019	A 3/18/19
Outgoing	98	9	Williams	Colusa			1				1		2/11/2019	A 3/18/19
Outgoing	99	7	Williams	Maxwell								1	New for 2019-20	
Outgoing	100	K	Williams	Pierce			1					1	New for 2019-20	A 4/8/19
Outgoing	101	11	Williams	Sutter Peak							1		2/11/2019	
Outgoing	102	8	Williams	Sutter Peak							1		2/11/2019	
Outgoing	103	4	Williams	Pierce			1				1		2/11/2019	A 2/27/19
Outgoing	104	2	Williams	Pierce			1				1		2/11/2019	A 2/27/19

WUSD Inter District Transfers 2019-2020

Outgoing	105	9	Williams	Colusa	1				1	2/11/2019	A 4/5/19
Outgoing	106	3	Williams	Pierce		1			1	2/11/2019	A 5/6/19
Outgoing	107	8	Williams	Pierce			1		1	2/11/2019	A 5/6/19
Outgoing	108	2	Williams	Pierce	1				1	2/11/2019	A 2/21/19
Outgoing	109	1	Williams	Pierce	1				1	2/11/2019	
Outgoing	110	12	Williams	Colusa		1		1		2/11/2019	
Outgoing	111	11	Williams	Colusa			1		1	2/11/2019	A 3/4/19
Outgoing	112	10	Williams	Pierce			1		1	2/11/2019	A 4/8/19
Outgoing	113	12	Williams	Colusa			1	1		2/11/2019	
Outgoing	114	8	Williams	Colusa			1		1	2/11/2019	
Outgoing	115	K	Williams	Colusa			1		1	New for 2019-20	A 3/14/19
Outgoing	116	1	Williams	Colusa		1			1	2/11/2019	A 3/27/19
Outgoing	117	1	Williams	Colusa	1				1	2/11/2019	A 3/28/19
Outgoing	118	2	Williams	Maxwell	1				1	2/11/2019	
Outgoing	119	10	Williams	Colusa			1		1	2/11/2019	A 3/18/19
Outgoing	120	K	Williams	Pierce	1				1	New for 2019-20	A 3/7/19
Outgoing	121	11	Williams	Colusa	1				1	2/11/2019	
Outgoing	122	12	Williams	Princeton			1	1		2/11/2019	
Outgoing	123	8	Williams	Pierce		1			1	2/11/2019	A 8/5/19
Outgoing	124	1	Williams	Colusa	1				1	2/11/2019	A 3/28/19
Outgoing	125	12	Williams	Pierce		1		1		2/11/2019	A 8/5/19
Outgoing	126	6	Williams	Pierce			1		1	2/11/2019	A 8/5/19
Outgoing	127	4	Williams	Pierce		1			1	2/11/2019	A 8/5/19
Outgoing	128	3	Williams	Princeton	1				1	2/11/2019	A 5/30/19
Outgoing	129	9	Williams	Princeton	1				1	2/11/2019	A 5/30/19
Outgoing	130	K	Williams	Pierce	1				1	2/11/2019	A 3/5/19
Outgoing	131	8	Williams	Colusa	1				1	2/11/2019	A 4/5/19
Outgoing	132	10	Williams	Pierce	1				1	2/11/2019	A 4/10/19
Outgoing	133	8	Williams	Pierce	1				1	2/11/2019	A 4/10/19
Outgoing	134	12	Williams	Pierce			1	1		New for 2019-20	A 9/6/19
Outgoing	135	1	Williams	Maxwell	1				1	2/11/2019	A 2/28/19
Outgoing	136	3	Williams	Maxwell	1				1	2/11/2019	A 2/28/19
Outgoing	137	K	Williams	Maxwell	1				1	New for 2019-20	A 6/3/19
Outgoing	138	12	Williams	Pierce	1		1			2/11/2019	A 2/21/19
Outgoing	139	7	Williams	Pierce	1				1	2/11/2019	A 2/21/19
Outgoing	140	3	Williams	Pierce	1				1	2/11/2019	A 2/21/19
Outgoing	141	K	Williams	Pierce	1				1	New for 2019-20	A 2/27/19
Outgoing	142	TK	Williams	Pierce			1		1	New for 2019-20	A 4/12/19
Outgoing	143	12	Williams	Colusa		1		1		2/11/2019	A 5/13/19
Outgoing	144	2	Williams	Colusa	1				1	2/11/2019	A 8/12/19
Outgoing	145	4	Williams	Colusa	1				1	2/11/2019	A 8/12/19
Outgoing	146	4	Williams	Pierce		1			1	2/11/2019	A 3/28/19

WUSD Inter District Transfers 2019-2020

Outgoing	147	4	Williams	Maxwell	1				1	2/11/2019		
Outgoing	148	9	Williams	Maxwell	1				1	2/11/2019		
Outgoing	149	9	Williams	Pierce		1			1	2/11/2019	A 2/27/19	
Outgoing	150	6	Williams	Pierce		1			1	2/11/2019	A 2/27/19	
Outgoing	151	10	Williams	Colusa		1			1	2/11/2019	A 4/5/19	
Outgoing	152	10	Williams	Colusa		1			1	2/11/2019	A 5/13/19	
Outgoing	153	2	Williams	Colusa			1		1	2/11/2019		
Outgoing	154	12	Williams	Pierce			1	1		New for 2019-20	A 8/12/19	
Outgoing	155	4	Williams	Maxwell		1			1	2/11/2019	A 4/8/19	
Outgoing	156	6	Williams	Maxwell		1			1	2/11/2019	A 4/8/19	
Outgoing	157	10	Williams	Colusa	1				1	2/11/2019		
Outgoing	158	6	Williams	Colusa	1				1	2/11/2019		
Outgoing	159	5	Williams	Colusa		1			1	2/11/2019		
Outgoing	160	1	Williams	Pierce		1			1	2/11/2019	A 2/21/19	
Outgoing	161	3	Williams	Pierce	1				1	2/11/2019	A 7/29/19	
Outgoing	162	6	Williams	Pierce	1				1	2/11/2019	A 7/29/19	
Outgoing	163	12	Williams	Maxwell		1		1		2/11/2019	A 4/8/19	
Outgoing	164	10	Williams	Maxwell		1			1	2/11/2019	A 4/8/19	
Outgoing	165	1	Williams	Pierce		1			1	2/11/2019		
Outgoing	166	11	Williams	Community			1		1	2/11/2019	A 5/25/19	
COLOR KEY:												
changes since last report												
Senior in 2019-20					21							
Renewal letter(s) sent					135							
New ID transfers for					27							
					37	84	12	50	21	135	27	183
					<u>Child</u>	<u>Employ.</u>	<u>Sibling</u>	<u>Other</u>				
Incoming					17	Outgoing		166				

COLOR KEY:	
changes since last report	
Senior in 2019-20	21
Renewal letter(s) sent	135
New ID transfers for	27
TOTALS	183

WILLIAMS UNIFIED SCHOOL DISTRICT

Resolution #10-101719

Resolution to Teach
Title 5 80005(b)

Assignments Outside Credential Authorization 2019-2020 School Year

The following assignments are allowed under **Title 5 80005(b)** the holder of a teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may be assigned, with his or her consent, to teach subject matter classes which do not fall within or are not directly related to the broad subject areas listed in (a) if the employing agency has determined the teacher has the requisite knowledge and skills.

Teacher	Site	Credential Authorizations	Assignment
Sims, Patricia	WHS	Single Subject: Biological Science	AVID

The Williams Unified School District passed and adopted this resolution this 17th day of October, 2019, by the following vote:

Ayes:

Noes:

Absent:

I certify that the foregoing Resolution was duly introduced, and passed, and adopted as stated.

ATTESTED:

Board President

Secretary to the Board

Date

California Physical Fitness Test

2019-20 PFT Coordinator Designation Form

Approval

It is the responsibility of the LEA to retain hard copies of the PFT Designation Form with valid signatures for local records and auditing purposes.

Print this page

County Code	06
District Code	61622
Charter Code	0000
County	Colusa
District	Williams Unified

Superintendent or Charter School Administrator

(as listed on the California Department of Education School Directory or Charter School Locator)

Name	Edgar Lampkin
Phone	530-473-2550
Extension	11401
E-mail	elampkin@williams.k12.ca.us

Designated 2019-20 PFT Coordinator

Name	Michael Hermann
Title	Teacher
Phone	530-473-5369
Extension	11353
Cell Phone	530-681-8917
E-mail	thermann@williams.k12.ca.us

Designated 2019-20 PFT Coordinator Alternate

Name	Leslie Sanchez
Title	Confidential Clerk
Phone	530-473-2550
Extension	11404
Cell Phone	
E-mail	lsanchez@williams.k12.ca.us

Mailing Address

Address	PO Box 7
City	Williams
State	CA
Zip	95987-0007

Terms of Use

By submitting this form, I agree that each of the statements below has been read and is understood to apply to the Superintendent/Charter School Administrator, PFT Coordinator, and alternate PFT Coordinator of our local educational agency.

- If at any time during the year any portion of the Superintendent/Charter School Administrator, PFT Coordinator, or alternate contact information changes, I understand that I must login and update the information on this form immediately.
- Upon verification of the information on this form, a password will be sent to the Superintendent/Charter School Administrator, PFT Coordinator, and alternate by e-mail. The password must be securely stored and may only be used to maintain the security and privacy of individual student data and personal information. The California Department of Education Information Security and Privacy Office (CDE ISPO) shall be immediately notified if it is discovered that there may have been a breach in security, which has or may have resulted in compromising confidential data. The CDE ISPO contact is:

Mark Lourenco, Information Security Officer
1430 N Street, Suite 3712
Sacramento, CA 95814-5901
916-322-8334.

- The designated PFT Coordinator and alternate, if one is provided, are employees of the local educational agency.
- The designated PFT Coordinator agrees to adhere to the rules and responsibilities outlined in the *California Code of Regulations*, Title 5, sections 1043, 1043.2, and 1043.4.

Superintendent/Administrator Signature _____

Edgar Lopez

Date _____

9/23/19

Site maintained by the San Joaquin County Office of Education
for the California Department of Education



James A. Mausolinos

School Year: [2019-2020]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Williams Elementary School	06-61622-6003552	October 10, 2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from School-wide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

In the Williams Elementary School community we focus on learning for every student. Teachers, parents and administrators work collaboratively to ensure success and growth for each child. We spend significant time identifying what all students will learn and ensuring that this learning takes place. We partner with our diverse communities to provide active learning experiences through meaningful curriculum. PTO enables us to provide our students with enrichment activities including art and music. WES enjoys strong community support in a culture that is warm and welcoming. WES takes pride in its diversity of students and experiences. WES is a neighborhood school with an English instructional program grades K-3rd and a Bilingual Immersion Spanish-English program grades Tk-1. Our campus is well-maintained with ample open space, a newly renovated playground with a play structure. In addition, we are currently under construction with a new Multipurpose room.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Staff regularly reviews student progress in relation to goal areas throughout the year during weekly grade level Collaboration and achievement data teams. This collaboration time is critical to closing the achievement and opportunity gap as well as providing high quality instruction. Every 6-8 weeks these collaborative teams evaluate Tier 2 and Tier 3 intervention and determine instructional shifts required based on reading, writing, and math data. At a fall staff meeting, we closely review SBAC and ELPAC data. At winter staff meetings we dive deeply into our Positive Behavior Intervention and Supports Data. In the spring our staff coordinates all data and does a thorough review of our SPSA goals and makes edits for the following year. Likewise, our School Site Council team reviews academic, behavioral and climate data throughout the year. Staff presents to our SSC meetings to review data. SSC reviews SBAC data in the fall, climate data in the winter, and also engages in a comprehensive SPSA review and approval process in April and May.

Our parent community also participates in school goal creation and review through both school-wide surveys, presentations Back To School Night, Parent Universities, and in our ELAC committee. During parent-teacher conferences, teachers review progress on standards and SBAC testing as it pertains to certain grade levels. This one-on-one conference is critical to parent engagement with our individual student goals and growth. At the monthly Parent Teacher Organization Meetings the Principal gives a report on school goals, staffing, and invites parents to attend Site Council.

Student Performance Data

		Student Enrollment by Subgroup Percent of Enrollment			
Student Group	2015-2016	2016-2017	2017-18	2018-19	
American Indian	0.40%	0.00%	0.70%	0.70%	
African American	0.02%	0.40%	0.40%	0.50%	
Asian	0.20%	0.60%	0.70%	0.70%	
Filipino	0.00%	0.00%	0.00%	0%	
Hispanic/Latino	90.10%	92.30%	92.60%	94.50%	
Pacific Islander	0.00%	0.00%	0.00%	0%	
White	6.00%	6.30%	4.60%	2.50%	
Multiple/No Response	2.30%	0.40%	0.11%	0.70%	
Number of Students	465	480	460	403	

		Student Enrollment Enrollment by Grade Level			
Grade	2015-16	2016-17	2017-18	2018-19	
Kindergarten	28.00%	30.80%	29.80%	29.80%	
Grade 1	25.20%	23.10%	22.60%	21.80%	
Grade 2	23.70%	23.30%	22.60%	24.60%	
Grade 3	23.20%	22.70%	25.00%	23.80%	
Number of Students	403	480	460	403	

Conclusions based on this data:

1. Enrollment has declined over the past 3 years.
2. Program changes and the start of our Bilingual Spanish program are in place to increase enrollment.

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	111	112	116	106	107	114	106	107	112	95.49	95.53	98.27

Overall Participation for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.2	2383.4	2388.4	6	10.28	9.82	11	18.69	17.86	37	27.10	33.04	46	43.93	39.29

Reading Demonstrating understanding of literacy and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7	10.28	8.93	42	34.58	48.21	52	55.14	42.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5	12.38	8.93	49	45.71	45.54	46	41.90	45.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5	7.48	13.39	70	57.01	58.04	25	35.51	28.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6	17.76	8.93	59	51.40	65.18	35	30.84	25.89

**CAASPP Results
Mathematics (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	111	112	116	107	110	114	106	110	114	96.39	98.21	98.27

Overall Participation for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2387.4	2390.9	2397.3	5	5.45	5.26	22	20.91	17.54	24	30.00	37.72	50	43.64	39.47

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	8%	15.45%	14.04%	36%	35.45%	40.35%	56%	49.09%	45.61%	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	8%	8.18	4.39	40	43.64	42.98	52	48.18	52.63	

Communicating Reasoning Demonstrating ability to support mathematical conclusions										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	12	9.09	11.40	61	52.73	52.63	26	38.18	35.96	

Conclusions based on this data:

1. Percentage of students below standard in reading has declined over the past 3 years.
2. Percentage of students at or near grade level in research increased by 14 points.

3. There is a large percentage of students achieving below standard in writing.
4. More than 50% of students are below standard in problem solving and modeling.

ELPAC scores for English Learners

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Tested	107	80	81	77	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	345
Mean Scale Score - Overall	1413.0	1485.4	1489.9	1485.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mean Scale Score - Oral Language	1414.8	1461.3	1488.3	1478.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mean Scale Score - Written Language	1408.6	1509.1	1490.9	1491.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Number and Percentage of Students at Each Performance Level

Overall:														
Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	32	49	43	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	133
Level 4 Percentage of students by grade for level	29.91 %	61.25 %	53.09 %	*	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	38.55 %
Level 3 Number of students by grade for level	24	14	18	26	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	82
Level 3 Percentage of students by grade for level	22.43 %	17.50 %	22.22 %	33.77 %	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	23.77 %
Level 2 Number of students by grade for level	31	*	12	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81
Level 2 Percentage of students by grade for level	28.97 %	*	14.81 %	38.96 %	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	23.48 %
Level 1 Number of students by grade for level	20	*	*	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	49
Level 1 Percentage of students by grade for level	18.69 %	*	*	15.58 %	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	N/A A	14.20 %

Total Number of students by grade for all levels	107	80	81	77	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	345
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Oral Language:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	30	46	53	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	149
Level 4 Percentage of students by grade for level	28.04 %	57.50 %	65.43 %	25.97 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	43.19 %
Level 3 Number of students by grade for level	28	18	17	25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	88
Level 3 Percentage of students by grade for level	26.17 %	22.50 %	20.99 %	32.47 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.51 %
Level 2 Number of students by grade for level	30	*	*	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	57
Level 2 Percentage of students by grade for level	28.04 %	*	*	23.38 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16.52 %
Level 1 Number of students by grade for level	19	11	*	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51
Level 1 Percentage of students by grade for level	17.76 %	13.75 %	*	18.18 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.78 %
Total Number of students by grade for all levels	107	80	81	77	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	345

Written Language:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	42	50	31	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	123
Level 4 Percentage of students by grade for level	39.25 %	62.50 %	38.27 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35.65 %
Level 3 Number of students by grade for level	*	16	27	22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75
Level 3 Percentage of students by grade for level	*	20.00 %	33.33 %	28.57 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21.74 %
Level 2 Number of students by grade for level	30	*	*	28	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69
Level 2 Percentage of students by grade for level	28.04 %	*	*	36.36 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.00 %

Level 1 Number of students by grade for level	25	11	15	27	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	78
Level 1 Percentage of students by grade for level	23.36 %	13.75 %	18.52 %	35.06 %	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	22.61 %
Total Number of students by grade for all levels	107	80	81	77	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	N/ A	345

Conclusions based on this data:

1. We can strengthen writing instruction school-wide to support ELs in getting well developed level-planned PD/Collaboration support next year.
2. 3. We see a need for increased focus/support for ELs in Immersion as they begin reading in English in Kindergarten.

SCHOOL PERFORMANCE OVERVIEW

Williams Primary Elementary

Explore the performance of Williams Primary Elementary under California's Accountability System.

Chronic Absenteeism



Red

Suspension Rate



Green

English Learner Progress



No Performance Color

English Language Arts



Orange

Mathematics



Yellow

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



39 points below standard

Maintained 2.7 Points

Number of Students: 97

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



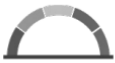
No Performance Color

80.1 points below standard

Increased 30.9 Points ▲

Number of Students: 11

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Orange

47.2 points below standard

Declined 3.8 Points ▼

Number of Students: 80

Hispanic



Yellow

40.2 points below standard

Increased 3.5 Points ▲

Number of Students: 93

Socioeconomically Disadvantaged



Yellow

39.7 points below standard

Increased 5.6 Points ▲

Number of Students: 91

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



31.4 points below standard

Increased 8.6 Points ▲

Number of Students: 96

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

66.7 points below standard

Increased 34.9 Points ▲

Number of Students: 11

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



34.5 points below standard

Increased 7.5 Points ▲

Number of Students: 80

Hispanic



31.5 points below standard

Increased 10.7 Points ▲

Number of Students: 92

Socioeconomically Disadvantaged



Yellow

33 points below standard

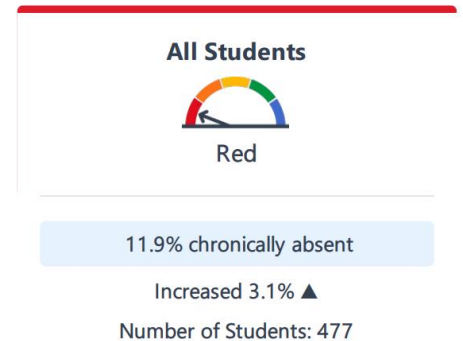
Increased 9.4 Points ▲

Number of Students: 91

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1. Students struggle with chronic absenteeism.
2. Scores have increased in both math and language arts but are still below standard.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject

Teaching and Learning

Goal Statement

Williams Elementary will raise the achievement of all students and make one year of academic growth through rigorous, relevant curriculum and instruction as measured by metrics below.

LCAP Goal

Goal 1:

Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction.

Goal 2:

All students will graduate from WUSD with the necessary knowledge to enter college/career.

Basis for this goal

WUSD LCAP, review of pervious data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District benchmark assessment scores in reading and mathematics	<p>September 2019 Benchmark assessment scores:</p> <p style="text-align: center;"><u>ELA</u></p> <p style="text-align: center;">Kindergarten</p> <p>Below standard: 82.6%</p> <p>Approaching: 17.4%</p> <p>Meeting: 0%</p> <p>Exceeding: 0%</p> <p style="text-align: center;">1st grade</p> <p>Below standard: 76.3%</p> <p>Approaching: 17.5%</p> <p>Meeting: 4.14%</p> <p>Exceeding: 2.06%</p> <p style="text-align: center;">2nd grade</p> <p>Below standard: 42.6%</p> <p>Approaching: 16.5%</p> <p>Meeting: 27.5%</p> <p>Exceeding: 9.9%</p> <p style="text-align: center;">3rd</p> <p>Below standard: 34.3%</p> <p>Approaching: 25.3%</p> <p>Meeting: 29.3%</p>	<p>May 2019 Benchmark assessment scores:</p> <p>Reading:</p> <p>75% or more at or exceeding grade level standards</p> <p>Math :</p> <p>75% or more at or exceeding grade level standards</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Exceeding: 11.1%</p> <p><u>Math</u></p> <p>3rd grade</p> <p>Below standard: 96%</p> <p>Approaching: 4%</p> <p>Meeting: 0%</p> <p>Exceeding: 0%</p>	

Strategy/Activity 1

Small group differentiated instruction of all students utilizing TOSA's, technology and teachers

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, TOSA teachers and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	\$112,898
Source	Title I
Description	<p>\$80,143 Certificated Salaries</p> <p>\$32,755 Employee Benefits</p> <p>SEAL/literacy Coach</p>

Amount	\$164,386
Source	LCFF Supplemental/Concentration

Description	\$122,046 Certificated Salaries \$42,340 Employee Benefits SEAL/Literacy Coach DLI/ELD coach
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Strategy/Activity 2

Provide readily available and appropriate texts and materials in English and Spanish to support reading instruction and common core implementation paired with training for DLI implementation.

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, Literacy coach, Librarian, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	\$31,603
Source	SIG
Description	Books and Supplies Dual Language Immersion Supplies

Amount	\$30,000
Source	SIG
Description	Services and other operating expenditures DLI trainings

Strategy/Activity 3

Provide teacher training in rigor and relevance with ICLE

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, TOSA teachers and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	\$37,260
Source	SIG
Description	Services and other operating expenditures Consultant/coach from ICLE

Amount	\$20,000
Source	SIG
Description	Services and other operating expenditures Model schools conference

Strategy/Activity 4

Provide teachers TK-1 with SEAL sustainability coaching and professional development. Begin year two SEAL professional development and coaching for grades 2-3.

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, SEAL coaches

Proposed Expenditures for this Strategy/Activity

Amount	\$110,000
Source	SIG

Description	Services and other operating expenditures SEAL contact and trainings
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Amount	\$60,000
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Source	SIG
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Description	Books and supplies SEAL materials and supplies
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Amount	\$15,000
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Source	SIG
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Description	Services and other operating expenditures SEAL convening(s)
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Strategy/Activity 5

Provide teachers with release time to participate in Achievement Data Teams and collaboration.

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	\$29,808
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Source	SIG
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Description	Services and other operating expenditures ADT/ICLE consultant contract
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Proposed Expenditures for this Strategy/Activity

Amount	\$46,381
Source	SIG
Description	\$38,200 Certificated Salaries \$8,181 Employee Benefits Teacher release time

Proposed Expenditures for this Strategy/Activity

Amount	\$4,965
Source	SIG
Description	Services and other operating expenditures ADT/ Steve Ventura contract

119

Strategy/Activity 5

Provide teachers with release time to participate in professional development including SEAL, ICLE, ADT's, CABLE, DLI and others

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, classroom teachers, TOSA teachers, SIG coordinator

Proposed Expenditures for this Strategy/Activity

Amount	\$119,773
Source	SIG
Description	\$98,645 Certificated Benefits \$21,128 Employee Benefits Teacher Release Time

Goal 2

Subject

Opportunity/ achievement gap

Goal Statement

Williams Elementary will close the achievement and opportunity gap for EL, Latino, low SES, and students with disabilities.

LCAP Goal

Goal 1:

Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction.

Goal 2:

All students will graduate from WUSD with the necessary knowledge to enter college/career.

Basis for this goal

WUSD LCAP, review of previous data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data	3 rd grade CAASPP Reading Above Standard: 9% At or Near Standard: 48% Below Standard: 43% Writing Above Standard: 9% At or Near Standard: 46% Below Standard: 45% Math Concepts and procedures Above Standard: 14%	Reading 75% of students will be above or at or near standard. Writing 75% of students will be above or at or near standard. Math 75% of students will be above or at or near standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At or Near Standard: 40% Below Standard: 46% Math Problem Solving Above Standard: 4% At or Near Standard: 43% Below Standard: 52% Math Communicating Reasoning Above Standard: 11% At or Near Standard: 53% Below Standard: 36%	

Strategy/Activity 1

Provide afterschool academic enrichment with ASES program

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, ASES coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	122,359
Source	ASES Grant (6010)
Description	\$17,252 Certificated Salaries \$65,479 Classified Salaries

	\$19,063 Employee Benefits \$14,738 Books and Supplies \$5,827 Indirect
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Strategy/Activity 2

Provide school improvement grant coordinator to guide and monitor SIG plans

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, SIG coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	\$122,907
Source	SIG
Description	\$95,000 Certificated Salaries \$27,907 Employee Benefits Grant coordinator

Goal 3

Subject

Educational experience/ Socio-emotional needs

Goal Statement

All students at WES will experience an inclusive and safe environment that promotes social and emotional health.

LCAP Goal

Goal 3:

Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student.

Basis for this goal

Attendance and behavior intervention data (PBIS and SWISS)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absentee data	11.9% of students are chronically absent	Reduce percentage of students considered chronically absent by 5%
Suspension Data	0.4% of students are suspended at least once.	Maintain or reduce suspension rates.
PBIS Office Referrals	PBIS office referral system is being implemented for the first time this current school year	Track total number of office referrals for the 2019-2020 school year to create data baseline.

Strategy/Activity 1

PBIS

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, TOSA teachers and classroom teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	\$3,800
Source	SIG
Description	Books and Supplies Materials

Amount	\$4,061
Source	SIG
Description	Services and other operating expenditures Social emotional training

Amount	\$46,000
Source	SIG
Description	Services and other operating expenditures PBIS contract

Strategy/Activity 2

Learning support Specialist

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, Learning support specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	\$126,147
Source	SIG
Description	\$95,000 Certificated Salaries \$31,147 Employee Benefits Leaning support specialist

Strategy/Activity 3

Second Step coordinator

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, Second Step Coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	County Office funded
Source	CCOE
Description	Second step coordinator

Strategy/Activity 4

Lifelong Guidelines and Principals

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal, TOSA teachers and classroom teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	\$1,000
Source	SIG
Description	Books and Supplies Lifelong guideline materials

Amount	\$15,000
Source	SIG
Description	Services and other operating expenditures Training for lifelong guidelines

Goal 4

Subject

Parent and community engagement

Goal Statement

Williams Elementary will enhance parent engagement and improve communication among home, school and community stakeholders.

LCAP Goal

Goal 4:

Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders.

Basis for this goal

WUSD LCAP, Parent interviews

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys	For the 2019-2020 school year, parent surveys will be created and send to families	Parent will identify areas of interest and the level of involvement they want to have. 75% of parents will complete the survey.
School participation	Open house- 55% attendance rate, 224 families attending Meeting attendance- PTO, ELAC and School site council attendance will be tracked	Open house- attendance will raise to 75% or higher. Establish baseline data for parent attendance.

Strategy/Activity 1

Project 2 inspire

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	\$10,000
Source	SIG
Description	Books and supplies Materials and training supplies

Amount	\$25,000
Source	SIG
Description	Services and other operating expenditures Project 2 inspire contract

Strategy/Activity 2

Family Leadership Institute

Students to be served by this Strategy/Activity

All student TK-3

Timeline

August 2019-May 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	\$37,509
Source	SIG
Description	Services and other operating expenditures Parent Engagement

Amount	\$3,500
Source	SIG
Description	Services and other operating expenditures Translation services

Goals, Strategies, Expenditures, & Annual Review

Annual Review

SPSA Year Reviewed: 2018-2019

Goal 1

Improve teaching and learning in English Language Arts (reading and writing) by focusing on the priority Common Core State Standards (CCSS), aligning curriculum to priority CCSS, greater articulation across and within grade levels, collaboratively developing common formative assessments for learning and differentiating instruction, and progress monitoring using state and local assessments.

Metric/Indicator	Expected Outcome	Actual Outcome
<p>DIBLES Progress Benchmark Goals: Composite Score (C), First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Whole Word Read (WWR), Oral Reading Fluency DORF), Accuracy (A), Retell (R), Quality Retell (QR), and Daze/Maze (D/M).</p>	<p>All scholars will reach the End – of – Year DIBELS benchmarks by grade level by May 31, 2019.</p> <p>BOY: Kindergarten – 26(C); 10 (FSF)</p> <p>1st Grade – 113 (C); 40 (PFS); 27 (NWF); 1 (WWR)</p> <p>2nd Grade – 141 (C); 54 (NWF); 13 (WWR) 52 (DORF); 90% (A); 16 (R)</p> <p>3rd Grade – 220 (C); 70 (DORF); 95% (A); 20 (R); 2(QR); 8 (D/M)</p> <p>MOY: Kindergarten – 122 (C); 30 (FSF); 20 (PSF); 17 (NWF)</p> <p>1st Grade – 130 (C); 43 (NWF); 8 (WWR); 23 (DORF); 78% (A);</p> <p>2nd Grade – 190 (C); 72 (DORF); 96% (A); 21 (R); 2 (QR)</p> <p>3rd Grade – 285 (C); 86(DORF); 96% (A); 26 (R); 2 (QR); 11 (D/M)</p>	<p>This data was not collected by pervious administration. The district has changed benchmark measurement for the 2019-20 school year. WES will measure academic success with online grade level benchmarks for this current school year.</p>

	<p>EOY: Kindergarten – 119 (C); 40 (PSF); 28 (NWF);</p> <p>1st Grade – 155 (C); 58 (NWF); 13 (WWR)</p> <p>47 (DORF); 90% (A); 15 (R)</p> <p>2nd Grade – 238 (C); 87 (DORF); 97% (A); 27 (R); 2 (QR)</p> <p>3rd Grade – 330 (C); 100 (DORF); 97% (A); 30 (R); 3 (QR); 19 (D/M)</p>	
SRI – Reading (1 st – 3 rd Grades)	<p>75% of all scholars will be reading at or above grade level by May 31, 2019 as measured by Scholastic Reading Inventory Lexile scores.</p> <p>Scholars will reach College and Career Ready Expectations reading Lexile scores by the end of the 3rd grade.</p> <p>Benchmark levels for the Scholastic Reading Inventory at the end of 2nd grade will indicate the percentage of scholars who are on track to reach the CCR expectations by the end of the 3rd grade.</p>	<p>The district no longer use SRI to evaluate reading. For the 2019-20 school year, we will be using online ELA benchmarks to assess student performance.</p>

	No more than 20% of all scholars will be reading below grade level as measured by the Scholastic Reading Inventory Lexile scores.	
CAASPP – ELA (3 rd Grade)	<p>The student at this level did not meet the standard for ELA needed for success in future coursework. These students will receive intensive intervention through small group instruction (SGI), reading intervention (Learning Dynamics), and after school support/instruction.</p> <p>No more than 30% of all scholars will score in the Standard Not Met range.</p> <p>The students at this level nearly met the standard for ELA needed for success in future coursework. This student will receive intensive intervention through small group instruction (SGI), reading intervention (Learning Dynamics), and after school support/instruction.</p> <p>The students at this level have made progress and met the standard for ELA; appears ready for future coursework. *Extension</p> <p>30% of all 3rd grade scholars will have met standard on the 2019 CAASPP.</p> <p>The students at this level has made progress and exceeded the</p>	<p>3rd grade CAASPP</p> <p>Reading</p> <p>Above Standard: 9%</p> <p>At or Near Standard: 48%</p> <p>Below Standard: 43%</p> <p>Writing</p> <p>Above Standard: 9%</p> <p>At or Near Standard: 46%</p> <p>Below Standard: 45%</p>

	<p>standard for ELA; appears ready for future coursework. *Extension</p> <p>5% of all 3rd grade scholars will have met standard on the 2019 CAASPP.</p>	
English Language Arts Pre – and Post – Assessments (grade level (local) formative common assessments)	<p>By May 31, 2018, 70% of all scholars will meet the Achieving criteria on the final post – assessment for the 2018/2019 school year.</p> <p>No more than 5% of scholars will score in the Beginning criteria on the final post – assessment for 2018/2019 school year.</p>	This data was not tracked by pervious administration. For the 2019-20 school year, we will be using online ELA benchmarks to assess student performance.
Standards – based Report Card	A Standards – based report card that focuses on skills and knowledge of CCSS that scholars are responsible for demonstrating mastery will be developed by May 31, 2019 and implemented in the fall of the same year.	Standards based report card was not created. It will be a goal for the 2019-20 school year and implemented for the 2020-21 school year.

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Achievement Data Teams will focus on assessment cycles per grade level to ensure curriculum alignment and articulation.	Achievement data teams met. Focus was on ELA data cycles.	218,751	\$77,005 Services and other operating expenditures
Technology-	Illuminate training completed.	58,537	\$86,996 Certificated Salaries

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide training in the use of Illuminate.</p> <p>Technology TOSA to support Illuminate training needs.</p> <p>Focus on reading and literacy. Implement blended learning across grades: Learning Dynamics, SRI/Reading Counts, Lexia, Imagine Learning, and Footsteps to Brilliance. Continue to fund to provide access to blended learning opportunities.</p> <p>Increase technology hardware and devices for student (blended learning) and parent use.</p> <p>Continue to fund the library license to support literacy and blended learning.</p>	<p>Technology TOSA used to support needs.</p> <p>Software licenses purchased and implemented.</p> <p>Hardware: IPad and Chromebook purchased</p>		<p>\$28,270</p> <p>Employee Benefits</p>
<p><u>Assessment/Progress Monitoring</u></p> <p>(SIG)The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. Continue to fund the yearly DIBELS license.</p>	<p>DIBELS purchased and implement for progress monitoring. DIBELS program discontinued this year and replaced with online star reading.</p>	86,500	\$13,253

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<u>Materials and Supplies</u> Materials and Supplies for ADT, DIBELS, and other services.	Materials orders	14,951	0

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to changes in administration, changes in district benchmark assessments, and lack of implementation of some strategies, many measures of success were not able to be measured. Standards based report cards were not created. Limited growth in CAASPP results in Language Arts shows an increased need for instructional supports and staff trainings. Technology updates in both hardware and software were purchased and implement. More training in how to implement new technology with fidelity is necessary.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to misalignment in strategies and fund allocation by pervious administration, there are gaps between actual expenditures and the allocated funds. For example, achievement data teams had an allocation of salary and benefits however ATD's do not require salary or benefits as a strategy. Estimated expenditures reflect the amount spent on implementing the strategy only.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SPSA was rewritten to reflect new district benchmark assessments and alignment with the district LCAP.

Goal 2

Implement Dual Immersion – Spanish strand to improve teaching and learning in Spanish Language Arts, and English Language Arts (reading and writing) by focusing on the priority Common Core State Standards (CCSS), aligning curriculum to priority CCSS, greater articulation across and within grade levels, collaboratively developing common formative assessments for learning and differentiating instruction, and progress monitoring using state and local assessments. Fund Literacy Coach to support classroom teachers.

Metric/Indicator	Expected Outcome	Actual Outcome
Teacher Support – SEAL and Literacy Support	Support classroom teachers around literacy in Spanish and English.	Support classroom teachers around literacy in Spanish and English.
DIBLES Progress Benchmark Goals: Composite Score (C), First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Whole Word Read (WWR), Oral Reading Fluency DORF), Accuracy (A), Retell (R), Quality Retell (QR), and Daze/Maze (D/M).	<p>All scholars will reach the End – of – Year DIBELS benchmarks by grade level by May 31, 2019.</p> <p>BOY: Kindergarten – 26(C); 10 (FSF) 1st Grade – 113 (C); 40 (PFS); 27 (NWF); 1 (WWR) 2nd Grade – 141 (C); 54 (NWF); 13 (WWR) 52 (DORF); 90% (A); 16 (R) 3rd Grade – 220 (C); 70 (DORF); 95% (A); 20 (R); 2(QR); 8 (D/M)</p> <p>MOY: Kindergarten – 122 (C); 30 (FSF); 20 (PSF); 17 (NWF) 1st Grade – 130 (C); 43 (NWF); 8 (WWR); 23 (DORF); 78% (A); 2nd Grade – 190 (C); 72 (DORF); 96% (A); 21 (R); 2 (QR) 3rd Grade – 285 (C); 86(DORF); 96% (A); 26 (R); 2 (QR); 11 (D/M)</p> <p>EOY:</p>	<p>This data was not collected by pervious administration. The district has changed benchmark measurement for the 2019-20 school year. WES will measure academic success with online grade level benchmarks for this current school year.</p>

	<p>Kindergarten – 119 (C); 40 (PSF); 28 (NWF);</p> <p>1st Grade – 155 (C); 58 (NWF); 13 (WWR)</p> <p>47 (DORF); 90% (A); 15 (R)</p> <p>2nd Grade – 238 (C); 87 (DORF); 97% (A); 27 (R); 2 (QR)</p> <p>3rd Grade – 330 (C); 100 (DORF); 97% (A); 30 (R); 3 (QR); 19 (D/M)</p>	
<p>ELA (reading/literacy) - English Language Arts Pre – and Post – Assessments (grade level (local) formative common assessments)</p> <p>Math – Pre – and Post – Assessments (grade level (local) formative common assessments)</p>	<p>By May 31, 2018, 70% of all scholars will meet the Achieving criteria on the final post – assessment for the 2018/2019 school year.</p> <p>No more than 5% of scholars will score in the Beginning criteria on the final post – assessment for 2018/2019 school year.</p>	<p>This data was not collected by pervious administration. The district has changed benchmark measurement for the 2019-20 school year. WES will measure academic success with online grade level benchmarks for this current school year.</p>
Standards – based Report Card	A Standards – based report card that focuses on skills and knowledge of CCSS that scholars are responsible for demonstrating mastery will be developed by May 31, 2019 and implemented in the fall of the same year.	Standards based report card was not created. It will be a goal for the 2019-20 school year and implemented for the 2020-21 school year.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p><u>Sobrato Early Academic Language Model (SEAL)</u></p> <p>SEAL and Literacy Coach to support the implementation of the SEAL model of instruction, and literacy in the Dual Immersion – Spanish strand classrooms.</p> <p>Provide SEAL training and implementation for teachers, coaches, and administration including Module and Unit Development Days, Coaches Convening Days, and Principal Convening Days.</p> <p>Principal and other stakeholders attend professional development training, school site visits, conferences, and visits to SEAL model schools.</p>	<p>SEAL coach utilized</p> <p>Provided SEAL training and implementation for teachers, coaches, and administration including Module and Unit Development Days, Coaches Convening Days, and Principal Convening Days</p> <p>Principal and other stakeholders attend professional development training, school site visits, conferences, and visits to SEAL model schools</p>	346,111	<p>124,412</p> <p>(\$97,199 certificated salaries \$31,358 employee benefits)</p>
<p><u>Technology</u></p> <p>Fund blended learning software and needed technology – Learning, Lexia, Footsteps to Brilliance, SRI/Reading Counts.</p>	Software licenses purchased	0	0
<p><u>Materials and Supplies</u></p> <p>(SIG) Books and supplies – Maravillas, World of Wonders, GoMath</p>	<p>Maravillas and Go Math in Spanish not ordered. Completed by new administration in fall or 2019.</p>	60,000	58,619

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to changes in administration, changes in district benchmark assessments, and lack of implementation of some strategies, many measures of success were not able to be measured. Standards based report cards were not created. Limited growth in CAASPP results in Language Arts shows an increased need for instructional supports and staff trainings. Technology updates in both hardware and software were purchased and implement. More training in how to implement new technology with fidelity is necessary.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures as expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SPSA was rewritten to reflect new district benchmark assessments and alignment with the district LCAP.

Goal 3

All students will be proficient in mathematics and problem – solving as measured by standards – based report cards, CAASPP, and local formative assessments.

Metric/Indicator	Expected Outcome	Actual Outcome
CAASPP – Mathematics Scores	<p>The student at this level did not meet the standard for Mathematics needed for success in future coursework. This student will receive intensive intervention through small group instruction (SGI), and after school support/instruction.</p> <p>No more than 30% of all scholars will score in the Standard Not Met range.</p> <p>The student at this level did not meet the standard for Mathematics needed for success in future coursework. This student will receive intensive intervention through small group instruction (SGI), and after school support/instruction.</p> <p>The student at this level has made progress and met the standard for Mathematics; appears ready for future coursework. *Extension</p> <p>30% of all 3rd grade scholars will have met standard on the 2019 CAASPP.</p> <p>The student at this level has made progress and exceeded the standard for Mathematics; appears ready for future coursework. *Extension</p> <p>5% of all 3rd grade scholars will have met standard on the 2019 CAASPP.</p>	<p>Math Concepts and procedures Above Standard: 14% At or Near Standard: 40% Below Standard: 46%</p> <p>Math Problem Solving Above Standard: 4% At or Near Standard: 43% Below Standard: 52%</p> <p>Math Communicating Reasoning Above Standard: 11% At or Near Standard: 53% Below Standard: 36%</p>

Standards – based Report Card	A Standards – based report card that focuses on skills and knowledge of CCSS that scholars are responsible for demonstrating mastery will be developed by May 31, 2019, and implemented in the fall of the same year.	Standards based report card was not created. It will be a goal for the 2019-20 school year and implemented for the 2020-21 school year.
Mathematics Pre – and Post – Assessments (grade level (local) formative common assessments)	<p>By May 31, 2018, 70% of all scholars will meet the Achieving criteria on the final post – assessment for the 2018/2019 school year.</p> <p>No more than 5% of scholars will score in the Beginning criteria on the final post – assessment for 2018/2019 school year.</p>	This data was not collected by pervious administration. The district has changed benchmark measurement for the 2019-20 school year. WES will measure academic success with online grade level benchmarks for this current school year.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p><u>Achievement Data Teams</u></p> <p>Improve teaching and learning by curriculum alignment, articulation, short instructional cycles, and common formative assessments (ADT instructional cycles)</p> <p>Training in the use of Illuminate to create pre – and post – assessments for the ADT process.</p> <p>Professional development and coaching will be provided by a consultant for the ADT process.</p>	<p>ATD meeting took place.</p> <p>Trainings for illuminate took place. Illuminate was not used for data tracking.</p> <p>Professional development and consultant provided.</p>	0	0
<p><u>Technology</u></p> <p>Technology TOSA for support with Illuminate training and</p>	Technology TOSA for supported staff with Illuminate training and	0	0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
creating pre – and post – assessments for the ADT process.	creating pre – and post – assessments for the ADT process.		

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to changes in administration, changes in district benchmark assessments, and lack of implementation of some strategies, many measures of success were not able to be measured. Standards based report cards were not created. Limited growth in CAASPP results in Math shows an increased need for instructional supports and staff trainings. Technology updates in both hardware and software were purchased and implement. More training in how to implement new technology with fidelity is necessary.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No funds were allocated to this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SPSA was rewritten to reflect new district benchmark assessments and alignment with the district LCAP.

Goal 4

Increase the percentage of English Learners meeting standards in ELA will increase by at least 15% as measured on local common formative assessments and by the CAASPP ELA

Metric/Indicator	Expected Outcome	Actual Outcome
English Language Arts Pre – and Post – Assessments (grade level (local) formative common assessments)	By May 31, 2018, 70% of all scholars will meet the Achieving criteria on the final post – assessment for the 2018/2019 school year. No more than 5% of scholars will score in the Beginning criteria on the final post – assessment for 2018/2019 school year.	Pre and post assessment happened at some grade levels. Data not tracked by pervious administration.
CAASPP – ELA (3 rd Grade)	<p>The student at this level did not meet the standard for ELA needed for success in future coursework. This student will receive intensive intervention through small group instruction (SGI), reading intervention (Learning Dynamics), and after school support/instruction. No more than 30% of all scholars will score in the Standard Not Met range.</p> <p>The student at this level nearly met the standard for ELA needed for success in future coursework. This student will receive intensive intervention through small group instruction (SGI), reading intervention (Learning Dynamics), and after school support/instruction.</p> <p>The student at this level has made progress and met the standard for ELA; appears ready for future coursework.</p> <p>*Extension 30% of all 3rd grade scholars will have met standard on the 2019 CAASPP.</p> <p>The student at this level has made progress and exceeded the standard for ELA; appears ready for future coursework.</p> <p>*Extension 5% of all 3rd grade scholars will have met standard on the 2019 CAASPP.</p>	<p>3rd grade CAASPP</p> <p>Reading</p> <p>Above Standard: 9%</p> <p>At or Near Standard: 48%</p> <p>Below Standard: 43%</p> <p>Writing</p> <p>Above Standard: 9%</p> <p>At or Near Standard: 46%</p> <p>Below Standard: 45%</p>

ELPAC	15% increase in scholars scoring at Expanding or Bridging proficiency levels, and increase the reclassification percentage of scholars grades 1 st – 3 rd by 15%.	See ELPAC scores presented at beginning of this document.
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Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p><u>Sobrato Early Academic Language Model</u></p> <p>Fund SEAL Coaches for TK – 3.</p> <p>Provide SEAL training and implementation for teachers, coaches, and administration including Module and Unit Development Days, Coaches Convening Days, and Principal Convening Days.</p> <p>Principal and other stakeholders attend professional development training, school site visits, conferences, and visits to SEAL model schools.</p> <p>External Consultants to develop proficiency in SEAL and ADT implementation.</p> <p>Improve teaching and learning in ELA, ELD, Mathematics, Science, and Social Science using SEAL strategies.</p> <p>Two-week Summer Bridge program for grades TK-3.</p> <p>Implement a summer institute.</p>	<p>Funded SEAL Coaches for TK – 3.</p> <p>Provided SEAL training and implementation for teachers, coaches, and administration including Module and Unit Development Days, Coaches Convening Days, and Principal Convening Days.</p> <p>Principal and other stakeholders attend professional development training, school site visits, conferences, and visits to SEAL model schools.</p> <p>Provided external Consultants to develop proficiency in SEAL and ADT implementation.</p> <p>Implemented teaching and in ELA, ELD, Mathematics, Science, and Social Science using SEAL strategies.</p> <p>Implemented two-week Summer Bridge program for grades TK-3.</p> <p>Implemented a summer institute.</p>	0	0
<p><u>Technology</u></p> <p>Fund blended learning software and needed technology – Learning, Lexia,</p>	Software licenses purchased	0	0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Footsteps to Brilliance, SRI/Reading Counts.			
<u>Instructional Support</u> Fund Literacy Support Coach for TK – 3	Funded Literacy Support Coach for TK – 3	0	\$86,996 certificated salaries \$28,270 employee benefits
<u>Materials and Supplies</u> Extra duty, materials, supplies, logistics, conferences, consultant fees, technology TOSA support, and operating cost necessary for SEAL, coaching, literacy support, and external consultants.	Materials purchased.	0	0

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to changes in administration, changes in district benchmark assessments, and lack of implementation of some strategies, many measures of success were not able to be measured. Standards based report cards were not created. Limited growth in LPAC results shows an increased need for instructional supports and staff trainings. An ELD TOSA was hired to support classroom teachers with DI and ELD instructions. Technology updates in both hardware and software were purchased and implement. More training in how to implement new technology with fidelity is necessary. ADT's for math collaboration are needed and will be a priority for 2019-20 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No funds were allocated to this goal. Salary and benefits for SEAL TOSA teachers were actual expenditures for this goal but were allocated for goal 1 by pervious administration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SPSA was rewritten to reflect new district benchmark assessments and alignment with the district LCAP.

Goal 5

Student support systems will be created and implemented to ensure student success and social emotional development as measured by climate surveys, discipline rate, attendance, and standards – based report cards.

Metric/Indicator	Expected Outcome	Actual Outcome
Social Emotional Learning: Life Skills used daily in lessons (SEAL) and with weekly recognition awards.	Increase in positive attitude on climate surveys, increase in parent participation, and decrease in discipline referrals.	Data not tracked by pervious administration.
PBIS – Positive Behavioral Interventions and Supports	Williams Elementary School will implement PBIS as a comprehensive intervention support system to address the academic, social and emotional needs of scholars to ensure student success and social and emotional development as measured by discipline rate and attendance. Williams Elementary School scholars will demonstrate positive engagement and behavior as evident in staff observations.	Implemented tier 1 PBIS. Tier 2 trainings happening in 2019-20 school year.
Learning Support Specialist	A decrease in scholar referrals to the school Administrative team. The Learning Support Specialist will work with scholars and support with social emotional needs.	Office referral data not tracked by pervious administration. The Learning Support Specialist worked with scholars and support with social emotional needs.
Social and Emotional Learning Training and Curriculum Development.	Increase in positive attitude on climate surveys, increase in parent participation, and decrease in discipline referrals.	Data not tracked by pervious administration.
Provide an After School Education and Safety (ASES) program to support the academic, social and emotional development of students.	The ASES program will maintain an average attendance of 95%.	Actual attendance rate was 92.28%

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to changes in administration, changes in district benchmark assessments, and lack of implementation and tracking of strategies, many measures of success were not able to be measured. Year one of PBIS implementation was completed and year two will continue in the 2019-20 school year. Office referral data will be measured in the 2019-20 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SPSA was rewritten to reflect new district benchmark assessments and alignment with the district LCAP.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 112,898
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 1,299,357

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

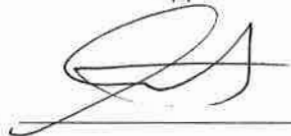
List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

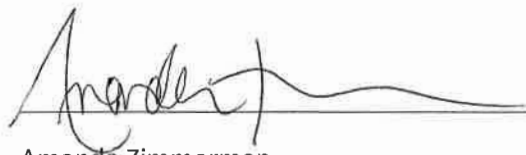
2019-2020 Approval of Single Plan



President

10-10-19

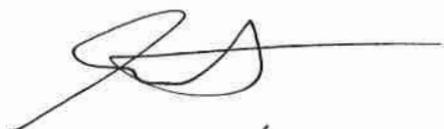
Date



Amanda Zimmerman

10-10-19

Date



10-10-19

Ann Hec

10-10-19

Jennifer Martens

10-10-19

Kellie Ellebracht

10-10-19

Janel Gummer

10/10/19

Candice Bersola-Lallegrie

10/10/19

School Year: [2019 -2020]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Williams Upper Elementary School	06616220118729	October 17, 2019	October 17, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to identify and address the instructional programs scholars will need and to identify specific categorical funds provided through the Consolidated Application.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) began to review and discuss the 2019 SPSA plan in early April. The committee has analyzed the California Dashboard to include the following:

- College Readiness and Academic Performance Metrics
- State Assessments Results by Student Groups
- English Learner Reclassification

The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) has reviewed the effectiveness of the instructional program for all scholars. As a result, both groups have approved adopting the following school goals, related actions and expenditures.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

As a small school district, the goals and actions/services remain the same across the LCAP and SPSA. We hold true to the notion that all stakeholders participate in the planning and development of this document and that their participation and engagement is of the outmost importance. The school holds scheduled public meetings to discuss data and to review the plan. The School Site Council (SSC) meets every 3rd Thursday of School Plan for Student Achievement| Page 1 of 4

the month and will hold 6-8 meetings this year. The English Learner Advisory Committee (ELAC) meets every 2nd Wednesday of the month and will hold 6-8 meetings this year. Teachers on staff and members from the Williams community are all invited and urged to participate in all meetings, but are especially urged in the annual review of the Single Plan for Student Achievement (SPSA). This year, we met on August 22nd with SSC to review the SPSA and to get parent input and opinions and to vote to adopt the SPSA. We then met again on October 17th to review the data for the school and to get final approval. The ELAC committee met on in May to begin talks. On August 28th ELAC met to review the LCAP goals and to review the SPSA. Because the September ELAC meeting was canceled due to not having a quorum, we had to review and adopt the SPSA on October 10th. The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) members have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and the adequate yearly progress growth targets. The school wide data for our school indicates a strong need in several academic areas. English Language Arts and mathematics continue to be areas that shows our students underperforming well below the state average. English Language performance is low and well below the state average. Mathematics performance is slightly lower than ELA, and well below the state average. Williams Upper Elementary has a large population of Second Language Learners due to the farm labor needed in the area. Our data for Second Language Learners indicates that our EL Learners continue to underperform as compared to the state average. They continue to struggle to reach the proficiency level in English. Our CAASPP data shows that 52% of our ELL students who have been reclassified have met or exceeded the standard in ELA and 39% of these students have met or exceeded the standard in math. The SSC and ELAC committees have expressed the need for support systems for academic and social emotional development. Parent engagement has been an area of need at the elementary school. These committees have also expressed a need to improve parent engagement. As a result, Williams Upper Elementary School has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Williams Upper Elementary has not been identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI).

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

All students will be proficient in ELA as measured by grades in ELA courses, scores on STAR, CAASPP and writing assessments.

Identified Need

Aligned to LEA LCAP Goals:

Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that:

- is based on state standards;
- is aligned TK-12;
- is designed to enable all students, including English learners, to access core and ELD standards (for ELs)
- fosters engagement/collaboration;
- is designed to develop students' 21st Century skills; and
- is appropriately assessed through formative/summative measures and state accountability targets.

Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

Goal 3: Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student.

Goal 5: Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs by

- hiring and retaining highly qualified certificated and classified employees that are fully qualified
- ensuring that students have access to state standards-aligned materials
- redesigning, upgrading and enhancing all classrooms and facilities to foster 21st Century teaching and learning
- providing adequate transportation

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	2018-19 data shows that ELA scores stayed at 24% meeting the standard or exceeded.	The goal for next year (2020-21) will be to have 29% of our scholars at standard or exceeding.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improve teaching and learning in ELA and writing by curricular alignment, articulation, adding ELD standards per grade level and embedded assessments to be used as formative assessments for learning. As measured by Data Teams.

Throughout the 2019-20 school year, Data Teams training for school-wide approach to assessment data analysis to improve teaching and learning. This work will require ten days of substitutes during 2019/20.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$22,356

LCFF (0003) Services and Other Operating Exp.
To hire the coaching services of Loan

Strategy/Activity 2:

Through the use of highly effective literacy strategies in the classroom with the support of the Reading Specialist, teachers will target the individual literacy needs of struggling readers and English learners. Include ongoing assessments of student reading growth.

Small-targeted (Tier 1) intervention group instruction in student area of need.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$ 0

None

Strategy/Activity 3:

Student recognition for reading practice, purchase of level readers for reading groups and improvement and for Blended Learning

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$500

Title 1 Basic (3010) Books and Supplies
Incentives

Goal 2

All students will be proficient in mathematics and problem solving as measured by grades in mathematics courses, CAASPP and local formative assessments.

Identified Need

Aligned to LEA LCAP Goals:

Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that:

- is based on state standards;
- is aligned TK-12;
- is designed to enable all students, including English learners, to access core and ELD standards (for ELs)
- fosters engagement/collaboration;
- is designed to develop students' 21st Century skills; and
- is appropriately assessed through formative/summative measures and state accountability targets.

Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

Goal 3: Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP Scores

The 2018-19 CAASPP data shows that 29% met the standard or exceeded.

The goal for 2020-21 will be to have 35% of our scholars at standard or exceeding.

Grades in Math

For 2019-20, our baseline is 66% of our scholars are getting a "C" or better in math.

Goal for 2020-21 will be that 70% of our scholars earn a grade of "C" or better in math.

60% of students meeting standard on short cycle assessments

60% of students meeting standard on short cycle assessments

2018-19 Beginning of year data will show an increase of 5% of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		all students meeting standard on short cycle assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improve teaching and learning in mathematics and problem solving by curricular alignment, articulation, adding ELD standards per grade level, and embedded assessments to be used as formative assessments for learning.

Data Teams math training for school-wide approach to formative assessments and infusing common Core State Standards teaching strategies into math instruction. Teachers to attend online trainings or attend trainings in person.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$6,799	LCFF (0000) \$5,600 Cert. Sal. & \$1,199 EMP. Benefits

Strategy/Activity 2:

Provide an after-school math intervention program taught by a certificated teacher for each grade level. Provide math intervention during summer school paid by district funds.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,304	Title 1 Basic (3010) \$2,310 Cert. Sal & \$494 Emp. Benefits, & \$500 Books and Supplies

Strategy/Activity 3:

Provide certificated teachers collaboration time during the day to work on their ADT cycles as a grade level by hiring guest teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6,799	LCFF (0000) \$5,600 Certificated Sal., & \$1,199 Employee Benefits

Goal 3

All ELL students will be proficient in ELA and mathematics, problem solving as measured by grades in mathematics courses, ELA courses, CAASPP and local formative assessments.

Identified Need

Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

Goal 3: Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	The 2018-19 CAASPP data shows that 29% met the standard or exceeded. The 2018-19 CAASPP data for RFEP scholars shows that 5.6% met the standard or exceeded.	Goal for 2019-20 will be that 10% of RFEP scholars will have met the standard or exceeded.
ELL students performing at standard or above standard on writing assessment according to CAASPP.	The 2018-19 CAASPP data shows that ELL scholars tested in writing, 0% met the standard or exceeded.	Goal for 2019-20 will be that 5% of our ELL scholars will meet the standard.
CAASPP Scores in ELA	3.33% of ELL students scored proficient on the 2018-19 CAASPP in ELA.	Goal for 2019-20 will be that 5% of our ELL scholars will meet the standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEAL	SEAL is new to our school. Will implement this year	Teachers begin to use five GLAD strategies as directed by SEAL program.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners will be the priority but this will serve all students

Strategy/Activity

Align curriculum, provide student support, and use formative assessments for improving student learning in ELA for all ELL students.

Continue to use iLit ELL school-wide for all English Learners. iLit will also be used with students who are behind in reading and require an intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$22,190	Lottery Instructional Materials (6300) Services and other operating expenditures

Strategy/Activity 2:

ELD instruction will be provided for all students classified as English Language Learners to include additional resources available through iLit.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	Title III LEP (4203) Services and other operating expenditures

Strategy/Activity 3:

Provide an after-school reading intervention program for ELL and at-risk scholars taught by a certificated teacher for each grade level.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,304

Title 1 Basic (3010)
\$2,310 Cert. Sal &
\$494 Emp. Benefits, &
\$500 Books and Supplies

Strategy/Activity 4:

Implement the Sobrato Early Academic Language (SEAL) model to improve teaching effectiveness to serve all learners, specifically ELL scholars through the use of Guided Language Acquisition Design (GLAD) strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$57,500

LCFF (0003)
\$40,500 Services and other Operating
Expenditures
\$17,000 Books and Supplies

Goal 4

Student support systems will be created and implemented to ensure student success and social emotional development as measured by discipline rates, attendance, and course grades.

Identified Need

Aligned to LEA LCAP Goals:

Goal 3: Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Provide After-School Tutoring to struggling students and/or

For the 2018-19 school year, there were a total of 53

By providing academic help and/or by participating in an after-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
by participating in an after-school group will help lower their anxiety.	suspensions and 63 counseling referrals.	school group, there will be less discipline issues as a direct result of receiving academic help. Suspensions will decrease by 5% and repeated counseling referrals due to repeat offenders will decrease by 10%
Positive Behavioral Intervention and Support (PBIS)	2018-19 school year: Not implemented. 2019-20 will implement Will document and run reports on student behavior to look for trends	Number of referrals will help lower the overall number of suspensions
Continue to use the Learning Support Specialist to manage a caseload of at-risk students.	Counseling services to scholars for repeat offences for 2018-19 was 45.	Counseling services to scholars for repeat offences for 2019-20 will decrease to 30 cases for repeat offences.
Bullying Awareness Education.	The number of suspensions due to bullying for the 2018-19 school year was 7.	Goal for 2019-20 will be to decrease the number of suspensions due to bullying by 5%
Continue to use the Lifelong Guidelines and Lifeskills, in the classroom, on the bus, on the playground and in the cafeteria to decrease the number of suspensions.	For the 2018-19 school year, there were a total of 27 Scholars suspended.	Goal for 2019-20 will be to decrease the number of suspensions by 5%
Provide After School Education and Safety (ASES) program that provides homework support and a safe environment for students.	For 2018-19 school year, the ASES program was at 85% of capacity.	For 2019-20 school year, the ASES program will be at 90% of capacity.
Provide students with the opportunity to acquire Mandarin as a second language or as a third language to expand student's horizons.	The 2018-19 Mandarin end of the year Assessment showed that 80% of the scholars who had an 80% attendance or better scored a 75% on the test or better.	The goal for 2019-2020, 80% of the scholars who had an 80% attendance or better scored an 80% on the test or better.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity 1:

Provide After-School programs to struggling scholars to help lower their anxiety by taking part in one or more of the following:

After School tutoring

Boys Club

Stand for the Silent

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3,304

Title I Basic (3010)
\$ 2,310 Certificated Personnel Salaries
\$ 494 Employee Benefits
\$500 Books and Supplies

Strategy/Activity 2:

The following comprehensive intervention and support system is created to address academic, social, and emotional needs of students to ensure academic success.

- Positive Behavioral Intervention and Support (PBIS)

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$10,000

LCFF (0003) Books and Supplies for PBIS

Strategy/Activity 3:

Learning Support Specialist to manage a caseload of at-risk students to help them with social emotional needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$51,449	LCFF (0003) \$36,515 Cert. Salaries & \$14,934 Employee Benefits

Strategy/Activity 4:

To address bullying concerns and needs, a guest speaker or two will be hired to provide Bullying Awareness Education to all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,950	LCFF (0003) Services and other Operation Expenditures

Strategy/Activity 5:

Continue school-wide use of Lifelong Guidelines and Lifeskills, in the classroom, on the bus, on the playground and in the cafeteria. Recognize students and staff for using and following the Lifelong Guidelines and Lifeskills. Provide "Lifeskills Bucks" as incentives for students who demonstrate their ability to follow these guidelines.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	LCFF (0003) Books and Supplies

Strategy/Activity 6:

Provide an afterschool program that provides homework support and a safe environment for 85 scholars. After School Education and Safety (ASES) program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$122,334	ASES (6010) \$14,136 Certificated Personnel Salaries; \$71,248 Classified Personnel Salaries; \$29,965 Employee Benefits;

Amount(s)

Source(s)

\$1,160 Books and Supplies;
\$5,825 Transfers of indirect costs

Strategy/Activity 7:

One classroom from each grade-level (4th, 5th and 6th) are teaching their students the Mandarin language through the help of a teacher Skyping from China once per week for 25 minutes. Teachers will need training on what strategies to use to help students acquire the Mandarin language.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$7,500

Title I (3010) Services and other operating expenditures

Strategy/Activity 8:

One teacher will attend CABA in March to see best practices available to them.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,831

Title I (3010) Services and other operating expenditures

Goal 5

Increase the level of parent volunteerism, involvement, and engagement in our school and school community

Identified Need

Aligned to LEA LCAP Goals:

Goal 4: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Create parent education workshops to involve parents on a variety of topics parents identify as needed on parent survey	For the 2018-19 school year: Stand for the silent had 15 parents attend For CAFE, we had 2 parents attend	The goal will be to provide the following workshops for parents: Bullying School Data Assertive Discipline CAFE
Parent involvement SSC	SSC had 5 active parents	The goal will be to have 7 active parents attend SSC meetings
Parent involvement ELAC	ELAC had 4 active parents	The goal will be to have 7 active parents attend ELAC meetings

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All parents of all students, including parents of students with exceptional needs

Strategy/Activity 1:

Through SSC and ELAC meetings, parent workshops and community nights, a parent education program will involve parents in the school on three different levels, volunteering, involvement, or engagement.

Create parent education workshops to involve parents on a variety of topics parents identify as needed on parent surveys.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$500	Title I Basic (3010) \$ 110 Certificated Personnel Salaries \$ 100 Classified Personnel Salaries \$ 54 Employee Benefits

Amount(s)

Source(s)

\$236 Books and Supplies

Strategy/Activity 2:

To educate parents on the importance of dual immersion and parent involvement, it will be important to take three parents to attend the California Association for Bilingual Education (CABE) conference.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,499

Title I (3010) Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS Goal 1

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As of May 31, 2019, Williams Upper Elementary implemented all actions/services. However, a few were eliminated at the beginning of the year. For example, we are not using SRI and DIBELS. In the 2018-19, Williams Upper Elementary school did not meet the goals. We stayed the same on one but the other two were not able to be assessed. Currently, the school is working with coaches to help us analyze the assessment data and to help us unpack the true meaning of each standard so that we can teach scholars effectively. For the 2018-19 school year, we had a goal of increasing our ELA CAASPP scores by 5% better than the 2017-18 score of 24% at or above standard. We did not meet our goal as our 2018-19 data shows we stayed at 24% meeting or exceeding. The SRI and DIBELS

goal was not met as we changed to Renaissance STAR testing to get better information to help us analyze data to help the classroom teacher.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 1 Activity 1 stayed very similar in terms of funding for next year. We ended up using all the funds for this activity as the efforts proved to be very productive as teachers are feeling very confident of what they are teaching scholars this year. Activity 2 was going to be measured by the SRI and DIBELS data, but it was stopped to focus on STAR assessments. However, the Reading Specialist was very helpful in providing guidance and support to all teachers. Activity 3 was not used as we did not have SRI or DIBELS data to pick which scholars would be recognized. For Activity 4, we partially used this service. We had a coach come work with teachers to improve our teaching of writing, but the focus was changed to analyze data through our Achievement Data Teams. The writing coach was able to meet with each grade level once. Activity 5 funding was not used as blended services is already supported with other funding. This activity will not be used for the 2019-20 year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving forward activity 4 will be dropped as we will use the expertise of our own teachers to provide important professional development to new teachers or to teacher that may need a refresher on how to teach writing. Activity 3 and 5 will be combined as it requires low funding.

ANALYSIS Goal 2

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Williams Upper Elementary School met all three Metrics. The first metric was to increase our scores on the math CAASPP to show that 20% of our scholars would meet or exceed the standard. We increased to 29% of our scholars meeting or exceeding the standard. This is due in part by teachers meeting on Mondays to collaborate to plan instruction. On other days, the grade levels met in their Professional Learning Communities (PLCs) to look at their data using guest teachers to cover their classrooms while they meet with instructional coach and the principal to analyze data and to set learning progressions to increase instruction. Teachers have seen the value to work as a PLC and not working in isolation; therefore, they have been meeting well after their work hours to plan and to stay up with the high demand of on the curriculum. Second Metrix, we set a goal to have 65% of our scholars get a passing grade of a "C" or better in math. We increased our number of scholars to 66% of them earning a "C" grade or better in math. This again is due to teachers working and planning together. Our teachers attended math workshops and have been implementing some GLAD strategies to their lesson delivery. Our final metrics was also met of having 60% of our scholars meeting standard on the short cycle assessments. Our data showed that 65% of our scholars increased their scores on the cycle assessments. I believe this is due to the teachers' work after school and the work they have been doing with their curriculum coach Loan.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The metrics was followed as written. The only major difference between what was proposed and what actually happened, was that we only had two teachers who were willing to work after school to provide scholars with an intervention to help them in their academics. We ended up using partial funding. This year, the goal will be to provide scholars with interventions to help them academically.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes, other than trying to hire more teachers to provide rich intervention programs to assist scholars manage hard curriculum.

ANALYSIS Goal 3

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Williams Upper Elementary school fully implemented the metrics. Our results were not promising as we did not improve, nor did we decrease either. For metric one, our CAASPP scores showed that the number of Reclassified Fluent English Proficient (RFEP) scholars did not increase their scores in math. In 2017-18 and in 2018-19, we still had the same percent of scholars (5.3%) who met or exceeded the standard in math. For the second metric, the CAASPP scores showed that 0% of ELL scholars met or exceeded the standard in writing for 2017-18 and for 2018-19. The third metric, ELL scholars showed that in both the 2017-18 and 2018-19 year, only 3.3% of them met or exceeded the ELA CAASPP standard. Teachers worked diligently to improve these scores by meeting in their PLCs, working with their academic coach, they worked on rigor with the principal all year long. However, on all three metrics, we had no growth. We have taken a look at the data and have created plans to address this issue. For example, reading groups will be developed to create address the needs of each individual. We will focus on highly effective solutions to address the needs with the use of external coaches. Principal and coaches will work with teachers to provide positive feedback and guidance to increase scores. After school interventions will be as important as tier one interventions delivered by teachers in the classroom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major change for this goal was that we did not utilize the math coach in the 2nd activity for the entire duration of the contract. There was a change in the service and we were not able to agree on dates to provide the service. This is an area that will be visited again in the future. The other major change was in activity 3. This was another area where this coming year (2019-20) will not be used. Instead of working with this coach on planning and developing Thematic Instruction, we will work with SEAL to deliver GLAD strategies to address the needs of ELL scholars and all other scholars.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

While the goal remains the same, some of the activities have been changed to meet the needs of the scholars. For instance, a noticeable change will be to implement a new program, instead of providing a coach to plan thematic units. We will use the SEAL team to work with our teachers to deliver GLAD strategies to all of our scholars. You can find this under Goal 3 Activity 4.

ANALYSIS Goal 4

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Student support systems will be created and implemented to ensure student success and social emotional development as measured by discipline rates, attendance, and course grades.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The goal to provide After-School Tutoring, did not go as planned. We only had two teachers willing to work after school to deliver an intervention program to meet the needs of our scholars. The end result was that we spent less than half of the money we had projected to spend to deliver this service. The other activity that ended up costing us more money was a guest speaker to speak to the scholars about the dangers of bullying. The reason for the added cost was twofold. The first reason was because cost of travel and other expenditures went up. The second reason is that we hired him to deliver a similar message to the parents. Scholars related to his message and we wanted parents to hear the same thing but aimed more at their role as a parent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For this year (2019-20) there will be two changes. We will add more money and choices to activity 1 to attract and hire teachers to deliver interventions to help our ELL and other At-Risk scholars to help them read better. The second change is to add funding to deliver an effective PBIS program under activity 2. The need will be to purchase materials to create banners, posters and other such related materials.

ANALYSIS 5

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Increase the level of parent volunteerism, involvement, and engagement in our school and school community: Williams Upper Elementary School is committed to the involvement of parents to participate and/or attend trainings sponsored by the school or district. Our school committees were attended by very few parents. We had the minimum parents attend our ELAC, PTO and SSC. In other district events, each school had some parent representation at the event, but it was still low. However, when we took parents to attend the CABA conference, Williams had the most parents present than any other school district. There were a few positive events where there was a good representation of parents.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were not major expenditure difference between what was proposed to what was actually spent. For the area of sending parents to CABA, we did spend a few more dollars to take a few more parents.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Under goal number 5 activity number 3, these is an area that more funds were added to send more parents to attend the CABA conference. After hearing parents how important it was for them to attend the conference, it was decided to add more funding to take new parents who have never attended CABA before. These parents will then present their information at a board meeting.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 33,242
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0

DESCRIPTION**AMOUNT**

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 336,619

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$).
Title I	\$32,742
Title III	\$500

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$) None
ASES	\$122,334
LCFF	\$181,043

Subtotal of state or local funds included for this school: \$ 303,377

Total of federal, state, and/or local funds for this school: \$336,619

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the School site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2019-2020

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Williams Jr/Sr High School	06-61622-30038	September 24, 2019	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Through School Site Council, English Learner Advisory Committee, Family Community Meetings, and conversations with staff and students, the input and information for this plan was collected. There are fifteen parent meetings held throughout the year. There are 4 SSC meetings, 3 ELAC meetings, and 8 Family Community Meetings. These meetings facilitate discussion, allow opportunity for input and guide the creation of this plan.

The school wide data for our student body indicates a strong need in several areas academically. First, mathematics performance is low and well below state average. Second, student performance in ELA is stronger than in mathematics, but still below state average. Third, EL students continue to struggle to reach college readiness. More precisely, EL students who arrive during high school years struggle to acquire proficiency in English and make progress towards college readiness. Fourth, students and parents have expressed a strong need for support systems for academics and social emotional development. These supports go hand in hand with academic success. Fifth, parent engagement has been identified as critical to the ongoing and future success of our school. Lastly, an area which is connecting all goal areas together in purpose, college and career readiness for all students.

All students will be college and career ready as evidenced in high achievement in Math, ELA, and English proficiency.

There were six areas of identified need, 1) mathematics achievement, 2) ELA achievement, 3) EL achievement, 4) student support systems, 5) parent engagement, and 6) college and career readiness. The SSC worked over the past year identifying need areas and reviewing the areas identified in previous plans. A brainstorming happened where parent input was gathered to discuss possible actions to address the areas of need. Post paper was used to record ideas. A system of prioritizing was used by way of sticky dots to gain consensus on prioritized actions.

As a result of the stakeholder engagement, two additional goal areas were added from the original 4 which were initiated from an analysis of the school wide performance data. Parent engagement and college and career readiness were areas identified which needed attention. Parents identified a desire to be more involved but felt that sometimes they are not sure of how to engage with the school. The parents felt that more opportunities for outreach could be taken. Also small actions at individual meetings could be taken to make parents feel more welcome. Academic achievement in mathematics and ELA is crucial for student success, however student success also depends on other task which involve college and career readiness. After speaking with stakeholders, a need was also identified to take certain actions which will ensure students will be college and career ready.

Lastly, The new School Site Council for 2019-2020 met in September reviewed the 18-19 plan, agreed with the current assessment of needs and will continue with same goals but added several new actions:

School Wide AVID instructional strategies and training was added to Goal 2.

School Wide Literacy English Learner support for strategies and training was added in Goal 3

More details to the Parent Goal was added to goal 4

And PBIS and MTSS structures, support and materials, added to Goal 6

Goals, Strategies, & Proposed Expenditures

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

Goal 1

All students will be proficient in mathematics and problem solving as measured by grades in mathematics courses, CAASPP, and local formative assessments.

Basis for this Goal

The basis for this goal is tied to the low CAASPP performance in Mathematics and alignment to the following district-wide LCAP goals:

LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets

LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

LCAP Goal 3: Williams Unified will provide an educational experience that addresses the academic and socioemotional needs of every student

LCAP Goal 5: Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs by: hiring and retaining highly qualified certificated and classified employees that are fully qualified ensuring that students have access to state standards aligned materials redesigning, upgrading and enhancing all classrooms and facilities to foster 21st Century teaching and learning providing adequate transportation.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Grades in Mathematics courses	56% passed with C or better	65%
CAASPP results in mathematics	Grade 7 17% Grade 8 13% Grade 11 14.8%	Grade 7 25% Grade 8 25% Grade 11 25%
Local Formative assessments	Short cycle assessments will be created.	Full cycle completed by each team by end of year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Single Plan for Student Achievement| Page 3 of 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Data Teams training for school-wide approach to formative assessments.1:A/S1,2

Ensure there is an opportunity for drop in tutoring help in mathematics.3:A/S 2,4

Curriculum Alignment and articulation 1: A/S 1,2, 5: A/S3

Create SAT prep workshops for students 2: A/S 5

Pay for students in AP courses to take the AP exam. 2:A/S 4

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$29,912
Source(s)	LCFF (0003)
Budget Reference(s)	Consulting services/operating expenses
	\$10,028 Certificated Salary Benefits
	\$2,148 Employee Benefits
	\$17,736 Services and other operating expenditures

Amount(s)	\$2,000
Source(s)	ASSETS (4124)
Budget Reference(s)	\$1,000 Materials and Supplies
	\$500 Certificated Salaries
	\$300 Classified Salaries
	\$200 Employee Benefits

Goal 2

Implement and support college and career readiness school wide.

Basis for this Goal

Basis of goal is to continue to increase percentages of students accessing college readiness, college dual enrollment courses, and close the college opportunity gap and alignment to the District LCAP goals.

LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets

Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dual Enrollment rates	32% 9 th -12 th grade 3 classes offered 5 sections offered	40% 5 classes 8 sections
A-G rates	38%	50%
AVID strategies used school wide	100 binders 75% Focused note taking	100% binders 100% Focused note taking

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Ensure all coursework is A-G, CTE or 21st Century relevant.

Ensure all courses are A-G aligned and provide rigorous academic experiences for students

1: A/S 1, 3

Dual Enrollment will be expanded and explored 1: A/S 1, 3

Teachers will be reimbursed to get their master's degree to teach dual enrollment 1: A/S 1, 3

AVID training, planning, substitutes, organizational binders, WICOR framework,
hotel/travel/food

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$60,346
Source(s)	LCFF (0003)
Budget Reference(s)	\$49,863 Certificated Personnel Salaries (PBO)
	\$10,483 Employee Benefits

Amount(s)	\$146,939
Source(s)	LCFF (0003)
Budget Reference(s)	\$87,283 Certificated Personnel Salaries (DE)
	\$29,656 Employee Benefits
	\$30,000 Services and other operating expenditures

Amount(s)	\$18,400
Source(s)	Title 1 (3010)
Budget Reference(s)	\$3,624 Certificated Salaries
	\$776 Employee Benefits
	\$3,000 Books and Supplies
	\$11,000 Services and other operating expenditures

Goal 3

All students will be proficient in ELA as measured by grades in ELA courses, CAASPP, and writing assessments.

Basis for this Goal

The basis for this goal is tied to the low CAASPP performance in ELA for some grade levels, although we see a continued improvement and alignment to the following district-wide LCAP goals:

LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets

LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

LCAP Goal 5: Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs by: hiring and retaining highly qualified certificated and classified employees that are fully qualified ensuring that students have access to state standards aligned materials redesigning, upgrading and enhancing all classrooms and facilities to foster 21st Century teaching and learning providing adequate transportation.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Grades in ELA courses	74% passed with C or higher	85% passing at C or higher
CAASPP results in ELA	Grade 7 28.4% Grade 8 11.5% Grade 11 50.6%	Grade 7 50% Grade 8 25% Grade 11 75%
Local Formative assessments	Short Cycle to be established	75% of students meeting standard on short cycle assessments

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve teaching and learning in ELA and writing by curricular alignment, articulation, and embedded assessments to be used as formative assessments for learning.

Data Teams training for schoolwide approach to writing 1: A/S 1

Create open computer lab time 1: A/S 6

Ensure curriculum Alignment and articulation 5: A/S 3

Hold SAT prep workshops for students 2: A/S 5

Pay for students in AP courses to take the AP exam 2: A/S 1

Begin to create school-wide foundation for Literacy Framework

Proposed Expenditures for this Strategy/Activity

Amount(s)	Cost included in Goal 1 Activity 1
Source(s)	LCFF (0003)
Budget Reference(s)	Services and other operating expenditures (AP Testing)

Amount(s)	\$17,000
Source(s)	ASSETS (4124)
Budget Reference(s)	\$15,000 Certificated Personnel Salaries
	\$2,000 Employee benefits

Amount(s)	\$10,000
Source(s)	ASSETS (4124)
Budget Reference(s)	Books and Supplies

Goal 4

All EL students will be proficient in mathematics and problem solving and ELA as measured by grades in mathematics and ELA courses, CAASPP, and local formative assessments.

Basis for this Goal

The basis for this goal is due to the persistent low academic achievement scores of our English Learners, Longterm English Learners, low rates of Re-Classification due to new requirements, in addition, an increase of ELLs from elementary and expected enrollment increase for the 2020-2021 school year, impacting JrSr High creating half of the student enrollment as English Learners next year, and alignment to district goals

LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets

LCAP Goal 3: Williams Unified will provide an educational experience that addresses the academic and socioemotional needs of every student.

LCAP Goal 4: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders

Metric/Indicator	Baseline	Expected Outcome
ELL Grades in Mathematics courses	54% of the 107 students who took core math passed with C better	Need to increase number of students in core. And 65% passing rate
ELLs CAASPP results in mathematics (newcomers and LTELs)	Grade 7 4% Grade 8 0% Grade 11 0%	Grade 7 10% Grade 8 10% Grade 11 5%
R-FEPS	Grade 7 24.6% Grade 8 17% Grade 11 18.3%	Grade 7 30% Grade 8 25% Grade Level 25%
Local Formative assessments	Short cycles to be established	50% of students meeting standard on short cycle assessments
ELLs Grades in ELA courses	60.9% of the 87 ELLs that took ELA core passed with C or better	Need to increase number of ELLs taking Core ELA classrooms. 75% passing rate
ELLs CAASPP results in ELA (newcomers and LTELs)	Grade 7 8% Grade 8 0% Grade 11 12.5%	Grade 7 10% Grade 8 10% Grade 11 5%
R-FEPS	Grade 7 40% Grade 8 15.7% Grade 11 53.3%	Grade 7 50% Grade 8 25% Grade 11 65%
Local Formative assessments	Short cycles to be established	Short cycles fully implemented and Teacher Clarity
Re-Classified	32 students reclassified	(new criteria) unknown

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Align curriculum, provide student support, schoolwide ELD instructional strategies, and use formative assessments for improving student learning in ELA and Math for EL students.

Align curriculum, formative assessments, student support to improve ELA/Math for ELL students

Provide after school tutoring opportunities for ELL students to receive additional support in ELA and Math. 3: A/S 2,3,4,8

Summer Academy for credit recovery and academic recovery. 1: A/S 6, 4: A/S 2,3

Training for Staff to improve pedagogy to improve access for ELLs in the classroom e.g.

Vocabulary, academic language, academic conversations, language frames/stems, SDAIE, GLAD, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000
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Source(s)	LCFF BASE (0000) Summary Academy
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Budget Reference(s)	\$8,000 Classified Salaries
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	\$2,000 employee benefits
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Amount(s)	\$16,000
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Source(s)	ASSETS (4124)
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Budget Reference(s)	6,000 Books and Supplies
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	8,236 Personnel Salaries
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	1,764 Employee Benefits
--	-------------------------

Amount(s)	\$10,000
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Source(s)	LCFF (0003) Supplemental /Concentration
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Budget Reference(s)	6,000 Services and other operating expenditures
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	1,647 Certificated Salaries
--	-----------------------------

	353 Employee Benefits
--	-----------------------

	2,000 Books and Supplies
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Goal 5

Increase the level of parent volunteerism, involvement, and engagement in our school and school community.

Basis for this Goal

LCAP Goal 4: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent involvement in FCM	8 average	15 parents average per committee
Parent involvement in SSC	8 average	15 parents average per committee
Parent involvement in ELAC	8 average	15 parents average per committee

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Through Parent workshops and community nights, a parent education program will involve parents in the school on three different levels, volunteerism, involvement, or engagement.

Create parent education workshops to involve parents on a variety of topics parents identify as

Needed 4: A/S1,2,3

Title) Babysitting, food for mtgs. Through-out the year: (BTNS, Open House, FCM, SSC, ELAC,

ELL reclassification ceremony

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$ 2,600
Source(s)	Title 1 (3010)
Budget Reference(s)	768 Classified Salaries 232 Employee Benefits 1600 Books and Supplies
Amount(s)	\$1,000
Source(s)	ASSETS (4124)
Budget Reference(s)	1,000 Services and other operating expenditures

Goal 6

Student support systems will be created and implemented to ensure student success and social emotional development as measured by discipline rates, attendance, course grades, A-G rates, and graduation rates.

Basis for this Goal

LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career

LCAP Goal 3: Williams Unified will provide an educational experience that addresses the academic and socioemotional needs of every student.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of referrals will decrease	10 per teacher per year	Less than 6 per teacher per year
Incident of suspension will decrease	82 incidents per year	Less than 40 incidents per year
Student feeling of connection will increase	of the students stated feeling connected	Students will state connection at a rate greater than 50%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A comprehensive intervention and support system will be created to address academic, social, and emotional needs of students to ensure success

Provide after school tutoring 3:A/S 4

Utilize online software for curriculum for credit recovery 2: A/S 6

Plan and utilize summer academy for academic and credit recovery 2: A/S 6

Hire an intervention support specialist to manage a caseload of at risk students 3:A/S 3,9

Comprehensive intervention/support system (MTSS/PBIS) to support: academic, social, Emotional, and behavioral needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2,000

Source(s)

LCFF (0003)

Budget Reference(s)

Books and Supplies

Amount(s)

\$10,000

Source(s)

ASSETS (4124)

Budget Reference(s)

\$1,000 Books and Supplies

\$7,413 Certificated Salaries

\$1,587 Employee Benefits

Amount(s)	\$87,929
Source(s)	LCFF (0003)
Budget Reference(s)	\$63,754 Certificated Personnel Salaries (Int Spec)
	\$24,175 Employee Benefits

Amount(s)	\$5,466
Source(s)	Title I (3010)
Budget Reference(s)	Books and Supplies

Amount(s)	\$90,000 District Wide
Source(s)	LCFF (0003)
Budget Reference(s)	\$59,797 Certificated Salaries
	\$11,563 Classified Salaries
	\$16,187 Employee Benefits
	\$2,453 Books and Supplies

Annual Review and Update

SPSA Year Reviewed: 2018-2019

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

Goal 1

All students will be proficient in mathematics and problem solving as measured by grades in mathematics courses, CAASPP, and local formative assessments.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grades in Mathematics courses	60% of students passing with a C or better	56% passing rate

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP results in mathematics	Grade 7 30% Grade 8 30% Grade 11 30%	Grade 7 17% Grade 8 13% Grade 11 14.8%
Local Formative assessments	60% of students meeting standard on short cycle assessments	NA short cycles not yet established

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Data Teams training for school wide approach to formative assessments.	Curricular maps written for math only S.S. created power standards All other departments still need to create power standards and pre-post assessment	\$10,000 LCFF (0003)	\$7,919 LCFF (0003) Services and other operating expenses
Ensure there is an opportunity for drop in tutoring help in mathematics.	Hired teachers Used Students that needed to fulfill community volunteer hours. College students were not hired	\$2,000 LCFF (0003)	\$1,649 Certificated Salaries \$338 Employee Benefits
Curriculum Alignment and articulation	Vertical teams were not used. Still no vertical alignment. Suggest look at Literacy standards to begin work for curriculum schoolwide alignment	\$10,000 LCFF (0003)	\$10,000 LCFF (0003) Services and other operating expenses
Pay for students in AP courses to take the AP exam	Students given waivers Students signed up for AP Exams	\$5,000 LCFF (0003)	\$2,389 LCFF (0003) Services and other operating expenses

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
			\$6,461 LCFF (0003) Books and Supplies
Create SAT prep workshops for students	SAT bootcamp occurred	\$5,000 ASSETS	\$5,000

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We are currently in the process of implementing the curricular maps and assessment cycles. This will be the first year that all cycles will be in place. We should be receiving the first set of ADT data before the end of the first quarter

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effectiveness will be seen in the quarter and semester grades.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only difference that might exist will be in the amount of substitute hours needed to get the work done over the summer.

The money was spent in the SAT bootcamp. We did complete this task. However we have reworked the schedule for the upcoming year and the SAT bootcamp is on the calendar.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to fund the SAT bootcamp through the after school program and will be implemented in Goal 1 and 2. It is important to provide the opportunity to prepare for the SAT for our college for all vision.

Goal 2

Implement and support college and career readiness school wide.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dual Enrollment rates	300	347
A-G rates	55%	32%
AVID strategies used school wide	100% binders 75% focus note taking	100% 100%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Ensure all coursework is A-G, CTE or 21st Century relevant.	Beginning to apply for A-G courses this year, and transition some classes to A-G.	\$19,221 Title (3010)	\$12,990 Title I (3010) Books and supplies
		\$66,987 LCFF (0003)	\$49,536 certificated salary
		108,264 LCFF (0003)	\$17,029 employee benefits
			\$81,526 certificated salaries
			\$25,846 employee benefits

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The relationship with WCC continues to be strong. The two organizations are meeting monthly. There is an MOU in place and the first teachers to start the pilot program for reimbursement of MA's has begun. There is a new president assigned for WCC he is exploring changes and is having open discussion with school beginning 19-20 regarding positive attendance, semester courses, and increase rigor.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With the increased number of students taking dual enrollment courses, there should be a much higher percent of students completing the A-G requirements as well as being college ready according to the CCI.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is an estimate of the cost of reimbursement for the teachers wanting to earn MA's. The actual cost may be different due to variation in cost of programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In Goal 2, we will increase the number of dual enrollment courses offered on campus. This will also include reimbursing teachers who earn their masters to teach in our ECHS.

Will add AVID as a schoolwide strategy to support students access to College and Career Readiness

Goal 3

All students will be proficient in ELA as measured by grades in ELA courses, CAASPP, and writing assessments.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grades in ELA courses	60% of students passing with a C or better	74% passing
CAASPP results in ELA	Grade 7 30% Grade 8 30% Grade 11 30%	Grade 7 28.5% Grade 8 11.5% Grade 11 50.6%
Local Formative assessments	60% of students meeting standard on short cycle assessments	Short cycles to be established.

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Data Teams training for school wide approach to writing	No evidence this was completed in 2018-2019 other than Do Nows	Included in goal 1 activity 1	Ditto
Create open computer lab time	Only teachers were used and hired.	\$27,000 ASSETS	30,000 certificated salaries 6,143 Benefits
Curriculum alignment	Not completed	0	0
Hold SAT prep workshops for students	SAT boot camp	Goal 1 activity 1	Goal 1 activity 1
Pay for students in AP courses to take the AP exam	Students who take AP courses will have the cost covered by district	Goal 1 activity 1	Goal 1 activity 1

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The move towards school wide writing strategies is increasing. The goal will be proficiency for all students on the CAASPP. The Article of the Week activity is a strong step in that direction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We have seen a decline in writing scores since moving away from the school wide focus on the Article of the Week activity.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

It is difficult to estimate just how many students will actually take the AP exam. We have a lot of students who choose to challenge the Spanish test. There are large numbers of students who do very well on this AP exam. Close to 80% of students passed Spanish AP exam. Did offer SAT, Williams became State SAT examiner site.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In Goal 1 and 2, we will fund the SAT bootcamp through the after school ASSETS program. It is important to provide the opportunity to prepare for the SAT for our college for all vision.

Goal 4

All EL students will be proficient in mathematics and problem solving and ELA as measured by grades in mathematics and ELA courses, CAASPP, and local formative assessments

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grades in ELA courses	75% of students passing with a C or better	74%Passing
CAASPP results in ELA	Grade 7 30% Grade 8 30% Grade 11 30%	Grade 7 28.4% Grade 8 11.5% Grade 11 50.6%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Local Formative assessments	75% of students meeting standard on short cycle assessments	All teams still do not have short cycle implemented. No way of assessing this area
Grades in Mathematics courses	75% of students passing with a C or better	56% passing rate
CAASPP results in mathematics	Grade 7 30% Grade 8 30% Grade 11 30%	Grade 7 17% Grade 8 13% Grade 11 14.8%
Local Formative assessments	75% of students meeting standard on short cycle assessments	Not all staff using short cycles as a result cannot assess data

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Data Teams training for schoolwide approach to writing and problem solving	Strategies for literacy were not identified in all subjects Writing incorporated into all subjects- still working on this activity	Goal 1 activity 1	Goal 1 activity 1
Provide after school tutoring opportunities for EL students to receive additional support in ELA and Math	Hire certificated staff	\$16,000 ASSETS	Included in goal 3

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The move towards school wide writing strategies is increasing. The goal will be proficiency for all students on the CAASPP. The Article of the Week activity is a strong step in that direction.

We are currently in the process of implementing the curricular maps and assessment cycles. ADT cycles still not created. ADT cycles will be completed for the 2019-2020 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We have seen a decline in writing scores since moving away from the school wide focus on the Article of the Week activity.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only difference that might exist will be in the amount of substitute hours needed to get the work done over the summer. There were not any tutors available to hire that could work with the EL students

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue this goal working on outcomes.

Goal 5

Increase the level of parent volunteerism, involvement, and engagement in our school and school community.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent involvement in FCM	25 Parents average per committee	8 average
Parent involvement in SSC	25 Parents average per committee	8 average
Parent involvement in ELAC	25 Parents average per committee	8 average

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Create parent education workshops to involve parents on a variety of topics parents identify as needed	Schedule FCM Schedule SSC Schedule ELAC Buy refreshments for each meeting	\$7,245 Title 1 (3010)	\$4,434 Title I Services and other operating expenditures

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

There has been a calendar created with all the meetings outlined in this goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents are surveyed for their interest and areas of continued learning. Parents will be more involved if they are included in the decision making process that is creating the sequence of learning modules.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The difference was the program we hoped to bring to engage parents did not happen. We would also like to take parents to conferences to build parent leadership capacity in our school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will focus on parent workshops through the school and parent education rather than multiple conferences.

Goal 6

Student support systems will be created and implemented to ensure student success and social emotional development as measured by discipline rates, attendance, course grades, A-G rates, and graduation rates.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of referrals will decrease	Less than 6 per teacher per year	10 per year per teacher on average
Incident of suspension will decrease	Less than 40 per year	82 incidents
Student feeling of connection will increase	75% or more	No survey completed or found

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide after school tutoring	Hired teachers as tutors	\$10,000 ASSETS	Included in goal 3
Utilize online software for curriculum for credit recovery	Purchase Fueleed software for ongoing credit recovery	\$10,000 LCFF (0003)	\$10,000 LCFF (0003) Services and other operating expenses
Plan and utilize summer academy for academic and credit recovery	Implement and run a summer school program for college courses, credit recovery, and English acquisition.	126,096 LCFF	Not allocated to staff Total Cost of SS 110,503
Hire an intervention support specialist to manage a caseload of at risk students	Hire a Tier 2 intervention specialist.	\$84,249 LCFF (003)	\$60,965 LCFF (0003) Certificated Salaries \$22,956 LCFF (0003)

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
			Employee Benefits

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The school is using several different strategies to implement a multi tiered system of supports. There is need for academic intervention as well as tutoring services.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This strategy has been incredibly effective in getting our graduation rate up over the last five years.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The cost of the intervention specialist and the summer academy were estimates and exceeded the actual cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue the goal as is and add PBIS and MTSS systems of support

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$26,466

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

519,592

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)

Subtotal of consolidated federal funds for this school

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of consolidated state or local funds for this school:

Total of consolidated (federal, state, and/or local) funds for this school:

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community	Secondary Student
Mary L. Ponce	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Simms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Boswell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Carter	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
James Welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Solis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patricia Cervantes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Rosales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nayeli Contreras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maria Aracela Reyes Figueroa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☒ State Compensatory Education Advisory Committee _____ Signature

☒ English Learner Advisory Committee _____ Signature

☐ Special Education Advisory Committee _____ Signature

☐ Gifted and Talented Education Advisory Committee _____ Signature

☐ District/School Liaison Team for schools in Program Improvement _____ Signature

☐ Compensatory Education Advisory Committee _____ Signature

☒ Departmental Advisory Committee (secondary) _____ Signature

☒ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 9/24/19

Attested:

Mary L. Ponce
Typed name of School Principal


Signature of School Principal

9/24/19
Date

Jennifer Carter
Typed name of SSC Chairperson


Signature of SSC Chairperson

9/24/19
Date

CONTRACT FOR SERVICES

This Contract for Services (this "Contract") is made effective as of August 16, 2019 and between Williams Unified School District of 499 Marguerite Street Suite C, Williams, CA 95987 and Educational Achievement Services, Inc. of 8255 S. Las Vegas Blvd. Unit 415, Las Vegas, NV 89123. In this Contract, the party who is contracting to receive services will be referred to as "Client," and the party who will be providing the services will be referred to as "EAS."

1. **DESCRIPTION OF SERVICES.** Beginning on October 11, 2019 EAS will provide to Client the following services (collectively, the "Services"): EAS Inc. to conduct a Family Leadership Institute for 40 participants. See attached proposal for full scope of work and responsibilities.
2. **PAYMENT FOR SERVICES.** In exchange for the Services Client will pay EAS according to the following schedule: \$39,750 for contract total.
3. **TERM.** This contract may be terminated by either party upon 20 days prior written notice to the other party. All fees and expenses will be waived.
4. **CONFIDENTIALITY.** EAS, and its employees, agents, or representatives will not at any time or in any manner, either directly or indirectly, use for the personal benefit of EAS, or divulge, disclose, or communicate in any manner, any information that is proprietary to Client. EAS and its employees, agents, and representatives will protect such information and treat it as strictly confidential. This provision will continue to be effective after the termination of this Contract.
5. **WARRANTY.** EAS shall provide its services and meet its obligations under this Contract in a timely and workmanlike manner, using knowledge and recommendations for performing the services which meet generally acceptable standards in EAS's community and region, and will provide a standard of care equal to, or superior to, care used by service providers similar to EAS on similar projects.
6. **REMEDIES.** In addition to any and all other rights a party may have available according to law, if a party defaults by failing to substantially perform any provision, term or condition of this Contract (including without limitation the failure to make a monetary payment when due), the other party may terminate the Contract by providing written notice to the defaulting party. This notice shall describe with sufficient detail the nature of the default. The party receiving such notice shall have 30 days from the effective date of such notice to cure the default(s). Unless waived by a party providing notice, the failure to cure the default(s) within such time period shall result in the automatic termination of this Contract.
7. **ENTIRE AGREEMENT.** This Contract contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written concerning the subject matter of this Contract. This Contract supersedes any prior written or oral agreements between the parties.
8. **SEVERABILITY.** If any provision of this Contract will be held to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable. If a court finds that any provision of this Contract is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision will be deemed to be written, construed, and enforced as so limited.
9. **AMENDMENT.** This Contract may be modified or amended in writing, if the writing is signed by the party obligated under the amendment.
10. **GOVERNING LAW.** This Contract shall be construed in accordance with the laws of the State of California.
11. **NOTICE.** Any notice or communication required or permitted under this Contract shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such other address as one party may have furnished to the other in writing.
12. **ASSIGNMENT.** Neither party may assign or transfer this Contract without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

Service Recipient

Name: Dr. Edgar R. Lampkin
 Title: Superintendent
 Organization: Williams Unified School District

Service Provider

Name: Consuelo Martin
 Title: Chief Operating Officer
 Organization: Educational Achievement Services, Inc.

Signature: _____ Date: _____ Signature: _____ Date: August 26, 2019



FLI Traditional Delivery by EAS Inc.

\$125 per parent per module x 10 modules

\$1250 per parent for entire curriculum

Investment – 2019-2020 School Year **October 11, 12, 18 & 19 2019.**

The first year would be the district's investment into the FLI program.

Introduction of Family Leadership Institute (FLI) to districts and organizations with parents selected from the district or organization.

- Take selected parents through the FLI- 10 modules of the Family Leadership Institute.
- FLI to be held on a site provided by school district. District will order FLI Participant and Graduation Kit. Transportation, meals, and childcare to be provided by district. See outlined responsibilities on following page under Responsibility and Deliverables.

Pricing Breakdown

30 FLI Participant Registration x \$1,250 per participant: **\$37,500**

10 FLI Participants x Scholarships
(\$12,500 value)

30 FLI Participant Kits x \$75 per kit: **\$2,250**

10 FLI Kits x Cost-Share Contribution
(\$750 value)

Total for services: \$39,750
(\$13,250 in scholarships and cost share contributions)

Deliverables & Responsibilities for Traditional FLI

Educational Achievement Services Responsibilities

- One Licensed Facilitator for delivering all training modules and working with on- site coordinator regarding all logistics for training.
- No additional consulting and/or travel fees. All expenses included.
- All training can be conducted in English or Spanish. See below for additional languages.

School District Responsibilities

- On-site coordinator to work with FLI facilitator
- Provide 40 parents for the training
- Training hours to be held 9am-2:00pm but may be customized to match district needs.
- Facilities where training will be held.
- Laptop, Screen and LCD Projector for power point presentation.
- Child-care support.
- Meals to include a continental breakfast and lunch on days of presentations. Breakfast from 8am-9am. Lunch from 12pm-1pm.
- Transportation for participants to training site.
- FLI Participant Guides English or Spanish
- FLI Graduation Kits- (FLI Certificate Holder, Pin, Tote Bag, Padfolio)
- Journey to the Future book written by Ret. LTC Consuelo Castillo Kickbusch.
- Coordinate college campus trip for parents including transportation
- Host a graduation ceremony
- Speakers
- Easel and writing pad
- Translation equipment and translator, if needed.



The Family Leadership Institute

EDUCATIONAL ACHIEVEMENT SERVICES, INC.

Educational Achievement Services, Inc. (EAS) is a group of highly qualified and experienced trainers and presenters led by nationally-recognized leadership expert, Lieutenant Colonel Consuelo Castillo Kickbusch, U.S. Army (retired). The varied backgrounds of our capable team of professionals enable us to draw upon a wealth of personal experiences and technical expertise to develop informative and inspirational presentations and leadership workshops for a variety of audiences. Our personable yet to-the-point style of delivery ensures training outcomes that are solidly-based on facts yet genuinely enjoyable.

EAS trains and addresses thousands of achievement-oriented individuals each month. In the past twenty years, we have worked with school districts; colleges and universities; federal, state and local government agencies; and corporations throughout the United States and abroad. Whether providing superior keynote speakers, delivering specific functional-level leadership workshops, conducting our student programs and curriculums, or instituting our comprehensive leadership parent development, EAS is committed to providing the highest quality learning possible.

Because of the personal background and commitment of our founder and our associates we remain especially effective at providing purpose, hope, and inspiration to thousands of individuals of diverse backgrounds. Our personal understanding of diverse cultures and immigrant experiences has enabled us to connect on a personal level while assisting us in elevating both their aspirations and their capabilities and to empower them to attain their individual and collective dreams. We have the experience, expertise, credibility and – most of all – a passionate commitment to make a difference.

FLI FAMILY LEADERSHIP INSTITUTE

The **Family Leadership Institute (FLI)** is a multi-faceted educational program focused on providing families with the knowledge, tools and inspiration to help their children succeed in school and in life. Recognizing and respecting the changing demographics throughout the U.S., we also offer a multi-cultural approach for all families.

The **FLI** primary objective is to teach parents and caregivers the art and skill of family leadership in support of academic achievement and life success. We do this by using a practical, ten-step approach, based on and appropriate to all families, especially the Hispanic culture. Our goals are to increase involvement of families in their children's education as well as provide purpose, tools, and direction to parents and their children to achieve academic and life success. We also are committed to produce a cadre of knowledgeable and committed parents and caregivers who actively support school and community efforts to benefit their children and encourage other families to do the same.

The Ten FLI Modules:

- ❖ **Home: Where Leadership Begins**
- ❖ **Past, Present, and Future**
- ❖ **Living in Two Worlds: Cultural/Generational Perspective**
- ❖ **Storytelling & Journaling: Valuing Literacy Through Family History**
- ❖ **Education: The Key to a Better Future**
- ❖ **College Field Trip: What Does Success Look Like**
- ❖ **Improving Family/School Relationships**
- ❖ **Facing Challenges at Home: Coping Strategies for Success**
- ❖ **Creating a Family Action Plan: Roadmaps to Success**
- ❖ **Celebrating Family Academic Excellence: Success as a Way of Life**

LILIA'S INTERPRETING SVCS.

MEMORANDUM OF UNDERSTANDING

LILIA'S INTERPRETING SVCS., agrees with Williams Unified School District

- Will provide oral interpretation and written translation from English to Spanish language with correct terminology and expressions.
- This service will be for the FLI in October 11th, 12th, and 18th, 19th, 2019.

CONTRACT PRICE:

- For Verbal/Oral Interpretation from Spanish to English or English to Spanish the rate is \$125.00 per 2-hours minimum for services. If services exceed the minimum hours, each additional hour will be charged at the rate of \$125.00

**Fees: 10-11 & 10-12-2019 total of interpreting 11 hours; 1st. 2 hours \$ 125.00
9hrs @ 125.00 per hr. \$ 1,125.00
Total: \$ 1,250.00**

**Fees: 10-18 & 10-19-2019 Total of interpreting hrs. 11 hrs. 1st 2 hours \$ 125.00
9 hrs. @ \$125.00 per hr. \$1,125.00
Total: \$1,250.00**

Travel expenses (airfare and hotel 2 day stay per visit) \$ 385.00 (each visit/date)

Total amount of Services as described above: 1,250.00 (10/4 & 5/ 2019)
1,250.00 (10/11 & 12/2019)
770.00 (travel expenses both dates)

Grand total for the two dates above: \$ 3,270.00

Other expenses, such as ground transportation and meals will be responsibility of Vendor.

PAYMENT:

- Billing will be via invoice and billed to Williams unified School District for all services rendered. Make check payable to Lilia's Interpreting Services/Lilia Cisneros-Felix.

Signed and agreed,

Date: _____

Lilia Cisneros-Felix

Signed and agreed,

Date: _____

Williams USD

Williams Unified School

District

Business Department
499 Marguerite St. Ste. C
Williams, CA 95987
(530) 473-2550 FAX (530) 473-5894

10.8

PURCHASE ORDER

NO: PO20-00116

DATE 08/13/2019

SHIP TO:

District Office
499 Marguerite St, Ste. C
Williams, CA 95987--007

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES and enclose PACKING LIST with ALL shipments.
2. Purchase order number must appear on packing slips, invoices, packages, and correspondence relating to this order.
3. No deviation in PRICE or SUBSTITUTION permitted without notice and acceptance prior to shipment.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.

ORDERED FROM:

FAX:

US Bank Corporate Payment Sy
Po Box 790428
St. Louis, MO 63179-0428

Vendor Telephone

ORDER LOCATION 000 - District Office		VENDOR # 004272/1		REQUISITIONER Tim Wright		REQUISITION # R20-00240	
DATE REQUIRED		F.O.B.		TERMS OF PAYMENT		SHIP VIA	
						BUYER	
						RPQ #	
ITEM	QTY	UNIT	DESCRIPTION			UNIT COST	EXTENSION
1	3	Days	Parking - SMF Airport November 19 - 21, 2019			40.00	\$120.00
2	100	Miles	Mileage to be Reimbursed to Tim Wright			.58	\$58.00
						Order Sub-Total	\$178.00
						Sales Tax	.00
						Shipping	.00
						Adjustment	.00
						Order Total	\$178.00
ACCOUNT DISTRIBUTION						AMOUNT	
(000604) 01- 0000- 0- 5200- 0000- 3600- 000- 0000- 0000						\$178.00	

Copy

Page 1 of 1

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2019-2020
Initial Proposal
from the
California School Employees Association and its Williams Chapter 556
to the
Williams Unified School District

1. Article I
 - a. Section 1: Update term
2. Article IV
 - a. Section 5d: delete teachers
3. Article VI: Organizational Security
 - a. Update entire article to reflect changes to the law
4. Article X Salaries
 - a. Section 1: Fair and equitable salary increase
 - b. NEW: Me too language
5. Article XI Holidays
 - a. Section 1:
 - i. Take asterisk off Veteran's Day
 - ii. Change Day before Christmas to a floating holiday (with prior approval)
 - iii. Add Cesar Chavez day in place of Columbus Day
6. Article XII Vacations
 - a. Section 2: Change vacation carryover to twenty (20) days
7. Article XIII Leave Policies
 - a. Section 8: Personal Necessity Leave
 - i. All seven (7) personal necessity days to be no tell
 - b. Section 9: update to reflect changes to the law (parental leave)
8. Article XIV Grievance Procedure
 - a. Section 1: Definition
 - i. A grievance is defined as any complaint of a unit member, a group of unit members or the Association
9. Article XV Disciplinary Action Procedure
 - a. Add progressive discipline
 - b. NEW Add Skelly language

AGREEMENT FOR CONSTRUCTION MANAGEMENT SERVICES

This Construction Management Services Agreement ("Agreement") is made and entered on October 17, 2019 ("Effective Date") by and between the WILLIAMS UNIFIED SCHOOL DISTRICT ("District") and STONE CREEK ENGINEERING, INCORPORATED ("Construction Manager") for construction management services. District or Construction Manager may be referred to individually as a "Party," or collectively as the "Parties."

RECITALS

A. The District conducted a procurement process based on demonstrated competency for construction management services associated with its facilities project needs. The District plans to have Construction Manager commence by providing services for the Williams High School Gymnasium Upgrades project ("Project").

B. Additionally, the Parties may agree that Construction Manager shall provide services for other District projects, and for each new project the Parties shall specify the project name, schedule, and Construction Manager's compensation by a separate addendum to this Agreement.

C. After a process pursuant to Government Code section 4525 et seq., the District selected Construction Manager to provide construction services during the design and construction of the Project ("Construction Management Services"). The services described in Exhibit A, attached hereto and incorporated herein, shall constitute the "Work."

D. District and Construction Manager have successfully negotiated the terms and conditions, including a lump sum price, to apply to the Work.

E. The Construction Manager is and has represented itself as competent to perform the Work described herein and desires to enter into this Agreement with the District for the completion of the Work in accordance with all applicable laws and regulations, including all applicable District Board policies, and the terms and conditions set forth in this Agreement.

F. The Construction Manager has represented that it has the personnel and resources necessary to successfully complete the Work for the Project within the required schedule and with a budget allowance not to exceed the amount specified in Article V (Compensation), including all fees for time and labor for salaries, overhead, materials, equipment, licenses, direct non-salary expenses incurred by the Construction Manager, including subcontractor costs.

NOW, THEREFORE, in consideration of the mutual agreements and covenants contained in this Agreement, and other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I

INCORPORATION OF DOCUMENTS AND ORDER OF PRECEDENCE

Section 1. The foregoing Recitals are incorporated herein and made a part hereof for all purposes as if fully set forth, and constitute additional promises, representations and warranties of the Parties.

Section 2. Each and every provision of the documents listed below is incorporated into this contract by this reference. The documents referenced below are in descending order of precedence. Any conflict between or among any of the documents shall be resolved in favor of the document with higher precedence.

- (a) Amendment(s) to this Agreement, if any;
- (b) This Agreement.

ARTICLE II REPRESENTATIONS AND RESPONSIBILITIES

Section 1. Without assuming responsibility for the adequacy or accuracy of any portion of the Project's design, Construction Manager shall provide the materials, equipment, products and labor to perform professional pre-construction services, including design reviews, constructability reviews (for scheduling, clarity, consistency and coordination), cost estimating, and other related Construction Management Services for the Project, as more specifically described in the Scope of Work set forth in Exhibit A, attached hereto and incorporated herein. Construction Manager represents that it has the capabilities and skills to complete the Construction Management Services work.

Section 2. Construction Manager represents that it has the capabilities and skills in coordination and management of multiple construction trades, bidding management and bid evaluation in compliance with all applicable laws and regulations, construction supervision, progress payment management and cost negotiations, quality control, project close-out, project scheduling, budget management and cost control, and general management and administration of construction projects. Construction Manager agrees to provide its best skill and judgment in furthering the interests of District in the management of the successful construction of the Project.

Section 3. Construction Manager has represented that it has significant experience with the management of public construction projects. Construction Manager represents it understands the oversight, management and communication that is normally required and will incorporate diligence and skill in the performance of the Work in the construction of the Project.

Section 4. All Work under this Agreement shall be performed in a technically sound manner and in accordance with prevailing professional standards applicable to the construction management Work proposed herein. In executing this Agreement and providing services hereunder, the Construction Manager agrees it will exercise the ordinary care and skill expected in the industry, and that it shall assume overall responsibility for ensuring that the Work is completed in a satisfactory manner and in compliance with all requirements of this Agreement and all applicable state and local laws and regulations, including District Board policies.

Section 5. Construction Manager is qualified to do business under the laws of the State of California and has all requisite corporate power and corporate authority to carry on its business as now being conducted.

Section 6. Construction Manager shall at all times enforce strict discipline and good order among Construction Manager's employees and subcontractors and shall not employ any

unfit person or anyone not skilled in work assigned to Construction Manager under this Agreement.

Section 7. This Project is to be developed in an interactive, team-oriented, collaborative approach together with District, Construction Manager, and Derivi Castellanos Architects ("Architect"). Construction Manager agrees to use best efforts to cooperate with the Architect and District and to utilize Construction Manager's professional skill, efforts and judgment in furthering the interests of District in a professional, efficient and economical manner.

Section 8. Construction Manager shall not make or participate in making or in any way attempt to use Construction Manager's position to influence a governmental decision in which Construction Manager knows or has reason to know Construction Manager has a financial interest other than the compensation promised by this Agreement. Construction Manager represents that Construction Manager has diligently conducted a search and inventory of Construction Manager's economic interests, as defined in the regulations promulgated by the California Fair Political Practices Commission, and has determined that Construction Manager does not, to the best of Construction Manager's knowledge, have an economic or organizational interest which would conflict with Construction Manager duties under this Agreement. Construction Manager agrees to scrupulously avoid performing services for any person or entity or entering into any contractual or other relationship with any person or entity which might create a conflict with the rendering of services under this Agreement. Construction Manager will immediately advise the District if Construction Manager learns of an economic or organizational conflict of interest, or other prohibited conflict of interest of Construction Manager during the term of this Agreement. No member, officer, or employee of a local public body, during his tenure or for one (1) year thereafter, shall have any interest, direct or indirect, in this Agreement or the proceeds thereof. No member of or delegate to the Congress of the United States shall be admitted to a share or part of this Agreement or to any benefit arising therefrom.

ARTICLE III BASIC SERVICES

Section 1. Construction Manager's basic services associated with the Construction Management Services consist of those services performed by Construction Manager and Construction Manager's employees and consultants to provide the core functions set out within Exhibit A.

Section 2. Any "Additional Services" performed by the Construction Manager upon request and authorization in writing from the District shall be paid for in accordance with Basic Services Hourly Rates as set forth in Exhibit C.

ARTICLE IV INDEPENDENT CONTRACTOR

Construction Manager shall be an independent contractor for District and not an employee. Construction Manager understands and agrees that it and all of its employees shall not be considered officers, employees or agents of District, and are not entitled to benefits of any kind normally provided employees of District, including but not limited to, state unemployment

compensation or workers' compensation. Construction Manager assumes full responsibility for the acts and omissions of its employees or agents related to the Construction Management Services/Work. Construction Manager assumes full responsibility for payment of all state and local taxes or contributions, including unemployment insurance, social security and income taxes, for employees performing Construction Management Services/Work.

ARTICLE V COMPENSATION AND PAYMENT

Section 1. This is a Lump Sum Contract.

Section 2. As compensation for the successful completion of the Construction Management Services to be performed by the Construction Manager under this Agreement, District will pay to the Construction Manager a lump sum in the amount of \$29,475 based on the tables set forth below. This amount is full and complete consideration to the Construction Manager for all the services, hours, overhead, fringe benefits, taxes, fees and other allowable direct costs incurred in connection with the Construction Management Services Work.

Fee as a Percentage of Construction Costs: Hard Bid Procurement

First \$500,000:	7.00%
Next \$500,000:	6.50%
Next \$1,000,000:	6.00%
Next \$4,000,000:	5.00%
Next \$4,000,000:	4.00%
Over \$10,000,000:	3.00%

Fee as a Percentage of Construction Costs: Lease Lease-Back Procurement

First \$500,000:	6.00%
Next \$500,000:	5.50%
Next \$1,000,000:	5.00%
Next \$4,000,000:	5.00%
Next \$4,000,000:	4.00%
Over \$10,000,000:	3.00%

The fees for such Construction Management Services shall be paid pursuant to the following schedule:

Establishment of Critical Path Schedule	5%
Constructability Review and Report at 50% Design Completion	5%
Constructability Review and Report at 100% Design Completion	5%

Project Scope and Budget Development at 50% Design Completion	5%
Project Scope and Budget Development at 100% Design Completion	5%
DSA Approval	5%
Procurement Schedule	5%
Comprehensive Project Construction Schedule	5%
Completion of Procurement of Contractor(s)/Finalization of Contract(s)	5%
Project Construction Management Services (4 months duration, 25% equal monthly payments)	45%
Completion of Punch-List	5%
Final Certification of Project (including Commissioning of Project and Training of District Staff)	5%
TOTAL CONSTRUCTION MANAGEMENT SERVICES COMPENSATION	100%

Section 3. Construction Manager shall not be entitled to compensation beyond the amount noted in this Article V for any costs or expenses paid or incurred by Construction Manager in performing the Work unless payment for such extra work is mutually agreed to in writing by the Parties. Exhibit C provides rates for determining compensation for any extra work determined to be necessary and agreed upon by the Parties.

Section 4. Work performed, and expenses incurred will be eligible for reimbursement under the terms of this Agreement. The Construction Manager will invoice the District pursuant to the schedule described above and as noted herein.

(a) Construction Manager shall only be paid for Work completed. The compensation stated in Article V of this Agreement shall be paid in monthly installments based on progress reports submitted by the Construction Manager as described herein.

(b) In order for the District to process monthly payments to the Construction Manager, Construction Manager shall furnish monthly invoices on or about the first (1st) day of each month. The format of such invoice shall be mutually approved by the District and Construction Manager. Such invoices shall include a detailed and accurate progress report describing all Work performed the previous month, accurate and up to date percentages of progress toward the completion of all deliverables, and information on all payments to subcontractors made the previous month, if any. District and Construction Manager shall hold a monthly invoice meeting to discuss the progress report submitted to allow District to confirm any requested payments for Work completed. Upon certification of the completion of the Work described in the monthly invoice and any reimbursable direct costs, District shall pay the associated payment within thirty (30) calendar days after the date of receipt of an approved invoice. Invoices shall reference the Agreement number and Project title. Construction Manager shall sign and certify the invoice in the following manner:

“I hereby certify, under penalty of perjury, that the above invoice and all accompanying information is just and correct and that reimbursement for such expenses listed on this invoice has not been previously received from the District nor any other source.”

(c) District shall have the right to withhold payment for any Work (or portion thereof) not performed in accordance with this Agreement or the other contract documents incorporated into this Agreement, or for any Work not supported by appropriate documentation or other information. District shall notify the Construction Manager of any such withholding and provide the Construction Manager the opportunity to correct the Work in question, correct or supplement the invoice, as applicable, or provide a written explanation for any performance issues in the event such issues are a result of circumstances outside of the control of Construction Manager. District may withhold or, on account of subsequently discovered evidence, nullify the whole or part of any payment made by District to the Construction Manager to such extent as may be necessary to protect District from loss or damage, or to compensate District for any damages caused by, resulting from or arising out of, including but not limited to, any failure to perform the Work in accordance with this Agreement. So long as District is not in default in making payment for undisputed amounts due Construction Manager, notwithstanding any claim, dispute or other disagreement between the Construction Manager and District arising out of the

Project or this Agreement, pending resolution of the same in accordance with the Agreement, the Construction Manager shall continue to diligently provide and perform the Work. Payment will not be unreasonably withheld by the District.

(d) Neither payment of amounts due by District nor acceptance of any such payment by the Construction Manager shall constitute a waiver of any claim by District for errors or omission in invoices or payments.

(e) District shall have the right to subsequently correct any payment error made by withholding or subtracting amounts from future monthly payments or paying for underpayments, as appropriate.

ARTICLE VI DISTRICT RESPONSIBILITIES

Section 1. The District shall provide full and complete information regarding the requirements of the Project, which shall set forth the District's objectives, constraints and criteria.

Section 2. The District shall provide the budget for the Project.

Section 3. The District shall designate a representative ("District's Representative") to act on the District's behalf with respect to the Project. The authorized Representative shall render decisions promptly to avoid unreasonable delay in the progress of the Construction Manager's services and shall expeditiously process Construction Manager payment applications and change order documentation and shall make all required payments in a timely manner.

Section 4. The District shall furnish tests, inspections and reports as required by applicable law or the Project documents.

Section 5. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the contract documents, the District shall give prompt notice thereof to the Construction Manager.

ARTICLE VII PROJECT SCHEDULE

Section 1. The Parties to this Agreement understand and agree that execution of this Agreement by District is not a Notice to Proceed ("NTP") for the Work of this Agreement. The Construction Manager may not commence any Work prior to receipt of the NTP from District. Any Work performed, or expenses incurred by the Construction Manager prior to the Construction Manager's receipt of the NTP shall be entirely at the Construction Manager's risk. Work performed, and expenses incurred after issuance of the NTP will be eligible for reimbursement under the terms of this Agreement.

Section 2. Work shall commence upon receipt of the NTP referenced above. The Work shall be performed in accordance with the project schedule to be attached hereto and incorporated herein as Exhibit B ("Project Schedule"). Upon issuance of the NTP, Construction

Manager shall provide a Project Schedule for the Construction Management Services to the District within ten (10) calendar days, which will be inserted as Exhibit B.

Section 3. This Agreement may be extended in the event the Construction Manager and District mutually agree through a written contract amendment. Such a written amendment may be used to extend the performance period of service for the Work, or to add required work to the Work set forth in Exhibit A. In the event additional work is added to the Work, the Parties may mutually agree to modify the Compensation in Article V above and payment for any such additional work shall be completed in accordance with the terms and conditions of this Agreement.

Section 4. Except as otherwise provided in this Agreement, when either Party has knowledge that an actual or potential situation will delay or threaten to delay the timely performance of the Work in accordance with the Project Schedule, and/or delay the completion of the Work by the time specified above, that Party shall give written notice thereof to the other Party within ten (10) calendar days, including all relevant information concerning the actual or potential delay, so that the Parties can meet to discuss and determine an appropriate course of action.

ARTICLE VIII CONTRACTOR PERSONNEL

Section 1. District's selection of the Construction Manager for the performance of the Work was based in part upon a consideration of the qualifications and experience of Construction Manager's Project Manager and other Key Personnel. The Construction Manager shall assign personnel to the Project in accordance with the organization and staffing plan submitted with its proposal, to the extent such personnel remain employed by Construction Manager.

Section 2. The Construction Manager shall be responsible for the performance of all of the Work under this Agreement and shall utilize the professional expertise and experience of the Key Personnel as specified in this Article VIII.

Section 3. The District Project Manager, or designee, at its sole discretion, shall have the right to demand the removal by the Construction Manager of any of the Key Personnel. Any replacement of the Key Personnel due to such removal shall not be done without written approval by District.

Section 4. To the extent they remain employed by Construction Manager, the Construction Manager shall not replace or remove its Project Manager or any of the other Key Personnel during the Contract term without the prior written approval of the District Project Manager, or designee. If the Construction Manager replaces or removes any Key Personnel in violation of this Article VIII, such action shall be considered a breach of contract by District and District shall have the right to pursue all remedies available to District under this contract, any incorporated documents and any applicable laws, regulations or District Board Policies.

Section 5. In the event the Construction Manager is unable to provide the services of, or replaces, any of the Key Personnel, the Construction Manager shall be responsible for

providing other personnel for the performance of the specific items of work involved, whose expertise and experience are equivalent or higher to that which would have been provided by the originally listed personnel. The Construction Manager shall submit any such substitute Key Personnel to the District Project Manager, or designee, for its prior review and approval which shall not be unreasonably withheld. The Construction Manager shall be solely responsible for any additional costs it incurs due to the substitution of personnel or subcontractors.

Section 6. Construction Manager must obtain prior approval for adding new subcontractors or removing existing subcontractors. Construction Manager shall use the required District form to obtain approval to add new subcontractors, replace existing subcontractors and/or remove existing subcontractors. To add staff or subcontractors, an approved Personnel Request Form signed by the Contract Manager shall suffice as approval. A formal Agreement amendment shall not be required to add staff or new subcontractors.

Section 7. Any and all subcontractor agreements entered into by Construction Manager shall contain all the applicable provisions of this Agreement.

ARTICLE IX WAGES

Section 1. Where required by law, Construction Manager shall have the sole responsibility for paying each employee or subcontractor engaged in work on the Project a wage rate not less than the prevailing wage rate, regardless of any contractual relationship alleged to exist between the Construction Manager or any employees or subcontractors.

Section 2. Where required by law, Construction Manager shall have the obligation of complying with all requirements of the California Labor Code, including all applicable requirements related to compliance with Department of Industrial Relations regulations and rules.

ARTICLE X OWNERSHIP OF DOCUMENTS

Section 1. Construction Manager understands and agrees that all materials and work produced during the completion of the Work, including all drawings, details, reports and estimates, shall become the property of District and cannot be used without the District's express written permission Pursuant to Education Code section 17316.

Section 2. All electronic files, software, licenses, programs, equipment manuals, and databases prepared or obtained by the Construction Manager in the course of performing Work under this Contract and requested in writing by District shall be delivered to and become the property of District at the termination of this Agreement, for whatever cause. The Construction Manager and its subcontractors shall convey and transfer any copyrightable interests or licenses in such requested materials to District upon completion of all services under this Agreement and upon payment in full of all compensation due to the Construction Manager in accordance with the terms of this Agreement.

Section 3. The Construction Manager represents that it has secured all necessary licenses, consents, or approvals to use the components of any intellectual property, including computer software used in providing services under this Contract, and that District has full legal title to and the right to reproduce such materials. The Construction Manager agrees to defend, indemnify, and hold District harmless for any loss, claim, or liability in any way related to a claim that District is violating State or local law, or any contractual provisions, relating to trade names, licenses, franchises, patents, or other means of protecting interests in products or inventions used by Construction Manager in performing the Work. The Construction Manager shall bear all costs arising from the use of patented, copyrighted, trade secret, or trademarked materials, equipment, devices, or processes used on or incorporated in the services and materials produced under this Agreement. In the event any such materials, equipment, devices, or processes are held to constitute an infringement and their use is enjoined, the Construction Manager, at its sole expense, shall either (1) secure for District the right to continue using the materials by suspension of any injunction or by procuring a license or licenses for District; or (2) modify the materials so that they become non-infringing. This covenant shall survive the termination of this Agreement.

Section 4. The Construction Manager agrees that all reports, communications, electronic files, databases, documents and information that it obtains or prepares in connection with performing this Agreement shall be held in the strictest confidence and treated as confidential material and shall not be released or published without the prior written consent of District; provided, however, that the contractor may refer to this Project in connection with its promotional literature in a professional and commercially reasonable manner and in compliance with any District established marketing restrictions. The provisions of this subsection shall not apply to information in whatever form that comes into the public domain. The provisions of this paragraph also shall not restrict the Construction Manager from giving notices required by law or complying with an order to provide information or data when such order is issued by a court, administrative agency, or other entity with proper jurisdiction, or if it is reasonably necessary for the Construction Manager to defend itself from any suit or claim. In the event of any such disclosure of information by Construction Manager, Construction Manager shall provide immediate notice to District prior to the disclosure.

Section 5. The Construction Manager shall advise District of any impending patent suit and provide all information available. The Construction Manager shall defend any suit or proceeding brought against District based on a claim that any product, or any part thereof, furnished under this Agreement, constitutes an infringement of any patent; and, the Construction Manager shall pay all damages and costs awarded therein, excluding incidental and consequential damages, against District. In case said product, or any part thereof, is in such suit held to constitute infringement and use of said product or parts is enjoined, the Construction Manager shall, at its own expense and at its option, either procure for District the right to continue using said product or part, or replace same with non-infringing product, or modify it so it becomes non-infringing. This Article X, Section 5 shall not apply in the event District mandates use of a product for which Construction Manager cannot guarantee the rights of use and such warning has been provided in writing to the District.

Section 6. Construction Manager shall maintain complete and accurate records with respect to actual hours expended each month, payment to subcontractors and allowable costs

incurred under this Agreement. All such records shall be maintained on generally accepted accounting principles (GAAP) and shall be clearly identified.

Section 7. District, the State, the State Auditor, or any duly authorized government representative having jurisdiction shall have the right to examine and audit such books and records and to make transcripts or copies from them as necessary. Construction Manager shall allow inspection of all work data, documents, proceedings, and activities related to this Agreement, during the course of this Agreement, and for a period of five (5) years from the date of final payment under this Agreement. This Article must be included in any subcontract entered into as a result of this Agreement.

ARTICLE XI COMPLIANCE WITH APPLICABLE LAWS

Construction Manager agrees to comply with all state and local laws, rules, regulations and ordinances, and District policies that are now or may in the future become applicable to this Project or to Construction Manager, its employees or subcontractors engaged in Construction Management Services or accruing out of the performance of such services. District shall not be responsible for any Construction Manager costs incurred by Construction Manager as a result of such compliance, unless mutually agreed to in writing by the Parties. Construction Manager's failure to so comply shall constitute a material breach of this contract.

ARTICLE XII NECESSARY LICENSES

During the entire performance period of this Agreement, the Construction Manager shall maintain all state and local licenses, certifications and registrations applicable to the work performed under this Agreement, including maintaining an active applicable business license. In the event Construction Manager fails to keep in effect at all times all required license(s) and permit(s), District may, in addition to any other remedies it may have, terminate this Contract immediately notwithstanding Article XV herein. District shall not be responsible for any Construction Manager costs incurred by District as a result of such compliance, unless mutually agreed to in writing by the Parties.

ARTICLE XIII INDEMNITY

Section 1. To the fullest extent permitted by law, and subject to the limitations of Civil Code § 2782, with respect to all Work of the Construction Manager in performance of this Agreement, the Construction Manager agrees to protect, defend, indemnify and hold the District, its governing board, officers, employees and agents (excluding the Project inspector, Architect, or other design professionals) ("Indemnified Parties"), free and harmless from and against any and all claims, losses, penalties, damages, settlements, costs, fees, charges, professional fees, including but not limited to attorneys' fees and court costs, or other expenses or liabilities of every kind and character arising out of or relating to any and all claims, liens, demands, obligations, actions, proceedings, reasonable fees incurred in investigating or resisting the same or causes of action of every kind and character (hereinafter collectively "Claims") in connection

with or arising directly or indirectly out of the performance of this Agreement by the Construction Manager or any subcontractor. Without limiting the generality of the foregoing, any and all such claims, relating to personal injury, disease, or death of any person (including employees of the Construction Manager, its agents, representatives, or subcontractors), or any loss or damage to or destruction of property, that arises or is claimed to arise out of, or results directly or indirectly from, any act or omission of the Construction Manager, its subcontractors, agents, representatives, employees, or any other person for whom the Construction Manager is legally or contractually responsible, infringement of any patent, trademark, copyright (or application for any thereof) or of any other tangible or intangible personal or property right, or actual or alleged violation of any other tangible or intangible personal or property right, or actual or alleged violation of any applicable statute, ordinance, administrative order, rule or regulation, or decree of any court, shall be included in the indemnity hereunder. Notwithstanding the foregoing, Construction Manager's defense and indemnity obligations shall apply to the proportionate extent of Construction Manager's fault, and not the extent arising from the active negligent acts or willful omissions, whether actual or alleged, of the Indemnified Parties.

Section 2. The Construction Manager shall provide District with prompt notice of all Claims covered by this Article, and shall investigate, respond to, and to the extent required by Article XIII, Section 1 above, assume the defense of, and fully defend all such Claims. The Construction Manager shall also provide District with monthly reports on the status and disposition of such Claims.

Section 3. The indemnity obligations of Construction Manager under this Article XIII shall be in effect whether or not the Construction Manager maintains or fails to maintain insurance as required by this Agreement and shall survive the expiration or termination of this Agreement.

ARTICLE XIV INSURANCE

Section 1. Construction Manager shall maintain no less than the following coverages at all times during performance of the Work:

(a) General Liability (including operations, products and completed operations, as applicable): \$2,000,000 per occurrence for bodily injury, personal injury & property damage. If commercial general liability insurance or other form with general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit.

(b) Automobile Liability: \$1,000,000 per accident for bodily injury and property damage.

(c) Workers Compensation: As required by the State of California.

(d) Employers' Liability: \$1,000,000 each accident, \$1,000,000 policy limit bodily injury by disease, \$1,000,000 each employee bodily injury by disease.

(e) Professional Liability: The Construction Manager shall maintain limits of no less than \$5,000,000 per occurrence.

Section 2. Construction Manager shall be responsible for ensuring all subcontractors have adequate insurance to cover their operations performed under this Agreement. Construction Manager shall be held responsible for all modifications, deviations, or omissions in these insurance requirements as they apply to subcontractors, or any deficient insurance held by a subcontractor in the event of a claim suffered by District.

Section 3. Endorsements and insurance policies shall include the following language: "This policy shall not be cancelled or reduced in required limits of liability or amounts of insurance until notice has been mailed to District, and the date of cancellation or reduction shall not be less than thirty (30) days after the date of receipt of notice." With the exception of Professional Liability insurance, endorsements shall clearly state that the District as an "Additional Insured" under the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by any such entities.

Section 4. With respect to Professional Liability, coverage must be maintained, and evidence provided, for two (2) years following the termination of this Agreement. Construction Manager will include the contract number on all insurance-related correspondence, i.e., the insurance certificate itself. All policies required shall be issued by companies who hold a current policyholder's alphabetic and financial-size category rating of not less than A-VII, in accordance with A.M. Best. Carriers must be qualified to do business in California and maintain an agent for service of process within California.

Section 5. Construction Manager shall furnish District with certificates of insurance and required endorsements effecting coverage required by this clause. The endorsements are to be signed by a person authorized by that Insurer to bind coverage on its behalf. All certificates and endorsements are to be received and approved by District before work commences. Acceptance by District of a certificate or endorsement that varies from the requirements in this Article shall not constitute a waiver by District of strict compliance with the provisions herein.

Section 6. Construction Manager is responsible for ensuring that its carrier(s) send District updated certificates of insurance throughout the term of the Agreement.

Section 7. The commercial general liability and automobile liability policies maintained by the Construction Manager pursuant to this Agreement shall be primary to any insurance or self-insurance maintained by District.

Section 8. Failure to provide and continue in force any insurance as described this Article XIV shall be deemed a material breach of this Agreement.

ARTICLE XV TERMINATION

Section 1. District may terminate this Agreement, in whole or in part, at any time by written notice to the Construction Manager upon a determination by District that termination of the Contract is in the best interest of District. The Construction Manager shall be paid its costs

on all Work performed up to the time of termination, plus reasonable demobilization and termination costs to be mutually agreed to in writing by the Parties based on documentation of such costs provided by Construction Manager. If the Construction Manager claims to have a termination claim, Construction Manager shall promptly comply with the dispute process provided for in Article XVI herein.

Section 2. District may, by written notice of default to the Construction Manager, terminate the whole or any part of the Contract in any one of the following circumstances:

(a) If the Construction Manager fails to perform services within the time specified or any extension thereof; or

(b) If the Construction Manager fails to perform any of the provisions of the Contract, or so fails to make progress as to endanger performance of the Contract in accordance with its terms, and in either of these two later circumstances does not commence cure of such failure within a period of ten (10) calendar days after receipt of written notice from District specifying such failure.

(c) Should District terminate the Contract in whole or in part due to the default of Construction Manager as provided for in this Article XV, Section 2, District may procure, upon reasonable terms and in a reasonable manner as determined by District, services and materials similar to those so terminated so as to carry out the intent of the Contract. The Construction Manager shall be liable for all reasonable costs and damages incurred by District in procuring such similar service and materials. District may utilize payments due Construction Manager towards reimbursement of District's cost and damages.

(d) If after notice of termination of this Contract it is determined for any reason that the Construction Manager was not in default, or that the default was excusable, the rights and obligations of the parties shall be the same as if the notice of termination had been issued pursuant to Article XV, Section 1 above, and the Construction Manager shall be reimbursed for reasonable costs incurred under the terms of this Article XV.

(e) If the District determines there are insufficient funds for the Project, this Agreement may be terminated immediately by District upon written notice to the Construction Manager. The Construction Manager shall be paid its costs on all Work performed up to the time of termination, plus reasonable demobilization and termination costs to be mutually agreed to in writing by the Parties based on documentation of such costs provided by Construction Manager.

(f) In the event of termination for convenience or cause, Construction Manager shall promptly deliver to District all documents, including but not limited to all plans, drawings, designs, specifications, technical reports, operating manuals, notes, data, documentation, estimates, and computer software (in source code and object form code), pertaining to the Construction Manager's services performed through and including the effective date of termination.

ARTICLE XVI DISPUTES

Section 1. If either Party possesses a claim or dispute with respect to the duties and responsibilities required under this Agreement, that Party shall give the other written notice and demand an informal conference to meet and confer for settlement of the issues in dispute. Notice shall be given within fifteen (15) calendar days of knowledge of the claim or dispute. Upon receipt of a Party's demand, the other Party shall schedule a meet and confer conference, to take place within thirty (30) calendar days, at a time and location convenient to all Parties. Senior representatives of District and Construction Manager, with the authority to settle on the Party's behalf, will attend the meet and confer conference, in good faith, in an attempt to resolve any controversy or claim between the Parties. Attendance at this conference shall be a condition precedent to the initiation of mediation or a civil action.

Section 2. If the dispute remains unresolved after such meet and confer conference, either Party may seek resolution through referral to non-binding mediation. The mutually agreed to mediator must have a minimum of five (5) years' experience in the delivery of large construction projects (value of \$100 million or more), including construction related to public entities.

Section 3. If the dispute remains unresolved following non-binding mediation, then before seeking judicial resolution of the dispute in an appropriate court of the State of California, Construction Manager must comply with Government Code section 900 *et seq.*

Section 4. In the event of a dispute between the Parties as to performance of the Work or the interpretation of the project documents, including this Agreement, or payment or nonpayment for work performed or not performed, the Parties shall attempt to resolve the dispute as expeditiously as possible and in accordance with this Article XVI. Pending resolution of any dispute, Construction Manager agrees to continue the work diligently to completion as if no dispute existed.

ARTICLE XVII NOTICES

All notices under this Agreement shall be in writing and shall be given by electronic mail (e-mail), facsimile transmission or U.S. mail to the addresses listed below. E-mail and facsimile transmissions shall be documented by the sending party with transmission receipts and the transmissions will be deemed received on the date of transmission with delivery confirmation. Transmissions by U.S. mail shall be deemed to have been received forty-eight (48) hours after deposit in the U.S. mail in registered or certified form with postage fully prepaid.

If to CM: Jeffrey D. Threet
Vice President
Stone Creek Engineering, Inc.
5173 Persianwood Place
San Jose, CA 95111
Phone: (408) 489-8853
Email: jeff.threet@stonecreekengineering.com

If to District: Mechele Coombs
Director Fiscal Services & Accountability
Williams Unified School District
499 Marguerite Street Suite C
Williams, CA 95987
Phone: (530) 473-2550
Email: mcoombs@williams.k12.ca.us

ARTICLE XVIII MISCELLANEOUS

Section 1. This Agreement shall be governed by and construed in accordance with the laws of the state of California and the Parties acknowledge that the Work is taking place within the County of Colusa.

Section 2. This Agreement constitutes the entire agreement between the Parties and may be modified only by a written amendment executed by the Parties.

Section 3. Time is of the essence for all provisions of this Agreement in which a definite time for performance is specified.

Section 4. Due to the specific skills and experience required to complete the Work, and the competitive procurement upon which the selection of the Agreement was based for the completion of the Work, the obligations of the Construction Manager pursuant to this Agreement shall not be assigned by the Construction Manager. If the Construction Manager assigns, transfers, conveys, sublets or otherwise disposes of the Agreement or its right, obligations, title or interest therein, or any part thereof, such attempted or purported assignment, transfer, conveyance, sublease or other disposition shall be null, void and of no legal effect whatsoever, and the Agreement may, at the option of District, be terminated, revoked or annulled, and District shall thereupon be relieved and discharged from any and all liability and obligations growing out of the same to the Construction Manager, and to its purported assignee or transferee.

Section 5. Failure of District or Construction Manager to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement shall not be deemed a waiver by that Party of such term or condition or prevent a subsequent similar act from again constituting a violation of such term or condition.

Section 6. Neither the Parties nor their respective counsel shall be deemed the

drafters of this Agreement for purposes of construing its provisions. The language in all parts of this Agreement shall in all cases be construed according to fair meaning, not strictly for or against any of the Parties.

Section 7. Each and every provision of law and language required by law or any applicable regulation, shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then upon application of either Party the contract shall be physically amended to make such insertion or correction.

Section 8. The Construction Manager's signature affixed herein and dated shall constitute a certification under penalty of perjury under the laws of the State of California that the Construction Manager has, unless exempt, complied with all applicable nondiscrimination requirements.

Section 9. This Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

Section 10. This Agreement may be amended or modified only by written consent duly approved and executed by the Parties.

Section 11. This Agreement is subject to ratification by the District's governing board.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the Effective Date.

CONSTRUCTION MANAGER:

Stone Creek Engineering, Incorporated

By: _____
Name: _____
Title: _____

DISTRICT:

Williams Unified School District

By: _____
Name: Dr. Edgar Lampkin
Title: Superintendent

EXHIBIT A

(Construction Management Services Scope of Work)

Under the general direction of the Director Fiscal Services and Accountability, or designee, the Construction Manager will:

- A. Provide full service Professional and Technical Construction Management services during the design and preconstruction stage of the Project, including the completion of certain “pre-construction services” during the design phase of the Project, including constructability reviews of the design at 50 percent and 100 percent of design completion, or other percentages of completion as directed by District, and assisting the District, as requested, in the preparation of independent cost estimates associated with the planned construction.
- B. Without assuming liability for the accuracy or adequacy of any part of the Project design, Construction Manager shall conduct constructability reviews on draft construction plans and specifications and prepare an evaluation report of findings per applicable standards. The reviews shall identify, from a building contractor’s perspective, contract plans and specification errors, omissions, and inconsistencies, and verify overall plan, specification, and estimate constructability, operability, and maintainability. The work could include but is not limited to the following:
- C. Evaluate design plans and specifications and suggest appropriate changes to avoid potential claims, contract change orders, and revisions during the construction phase.
- D. Evaluate design plans for geometric consistency and recommend needed changes or design exceptions.
- E. Establish or evaluate Critical Path Method schedules, project duration, milestone dates, and applicable construction restrictions.
- F. Evaluate compatibility of contract plans, specifications, and applicable standards.
- G. Review construction details shown on the plans and verify they can be built and maintained.
- H. Check for consistency between all drawings in plans.
- I. Prepare and submit a comprehensive report on all findings during the constructability review.
- J. Provide comprehensive services in the organization, coordination, management and administration required for all aspects of the development of the Project, including planning, programming, site investigation and design.
- K. Develop and implement a comprehensive schedule for all activities necessary for the completion of construction of the Project, including a schedule for procurement of all necessary trades if necessary.

- L. Set timeline parameters, review, and monitor the work of architects and planners in the development of plans, specifications and contract provisions for all phases of the Project.
- M. Develop Project work scopes and budgets.
- N. Coordinate tasks between principal parties including architects, environmental consultants, engineers, contractors and subcontractors.
- O. Coordinate and lead Project progress meetings to prepare and present reports to District and other stakeholders on the status and progress of the design of the Project.
- P. Oversee the preparation of, and certify to District staff all necessary reports, forms, and documents required by relevant local and state have been completed in compliance with all applicable guidelines and regulations, and collect and maintain all supporting information, data, and documentation in an organized and easily accessible manner.
- Q. Perform other related duties as assigned by the Director Fiscal Services and Accountability, or their designee(s).
- R. Manage and supervise professional consultants contracted by the District for the full array of architectural and construction services related to the Project to endeavor to verify their compliance with all applicable laws and regulations.
- S. Provide ongoing observation of the quality and progress of the work to identify and determine for the District and Architect whether the work is completed in conformance with the Project plans and specifications.
- T. Construction Manager will install or maintain (as the case may be appropriate), a Project database that shall include electronic copies of critical Project documents, including, but not limited to: (1) Contract Documents; (2) Submittals; (3) Change Order Requests; (4) Approved Change Orders; (5) Requests for Information (“RFI”); (6) Schedules; (7) Meeting Minutes; and (8) Progress Payment Applications. The system and the data therein shall be the property of the District and will remain with the District upon completion of the Project. Construction Manager will provide such access and training as to allow District employees access to the Project data. Construction Manager shall maintain a Submittal Log, RFI Log, and Change Order Log, all of which will be updated no less than once a week. Construction Manager shall update the Cost Control Reports and Schedules no less than once a month.
- U. To observe construction, and if the Construction Manager becomes aware or has reason to know of any fault or defect in the Project or nonconformance with the Contract Documents, the Construction Manager shall give prompt notice thereof to the District and assist the District in developing a plan for correcting such deficiencies.
- V. Provide comprehensive services in the organization, coordination, management and administration required for the successful completion of the Project, including, without limitation, planning, programming, construction administration, and Project closeout. Nothing in this Agreement shall make Construction Manager liable for the acts or omissions of any construction contractor(s) retained by the District, nor shall

Construction Manager be liable for such contractors' means, methods, safety practices, or their compliance with applicable laws, codes and/or regulations, except that Construction Manager shall be responsible for documenting potential issues with the means, methods, sequences, techniques, procedures, and safety programs of contractors, and giving written notice to contractor and District of same.

- W. Act as the District's agent, and perform all duties contractually required of the District to facilitate the timely and on-budget completion of the Project.
- X. Provide field office support and document control services including managing correspondence, processing progress pay estimates and extra work billings, reviewing billings, and setting-up and maintaining complete and accurate Project files.
- Y. Verify that all necessary permits necessary for construction are obtained and remain in place for the duration of the Project, including endeavoring to verify compliance with all applicable stormwater requirements by the District's construction contractors.
- Z. Maintain and update the District's files for the Project.
- AA. Review and evaluate submittals, data, documents, pay requests, etc. related to the payment of contractors working on the Project.
- BB. Coordinate and lead Project progress meetings to prepare and present reports to District and other stakeholders on the status and progress of the Project.
- CC. Provide District staff with weekly construction activity reports beginning at award of the CM contract until final acceptance as required.
- DD. As requested by the District, provide regular updates to the District's Board of Education, appear at Board meetings to present and discuss the status of the Project, explain contractual arrangements, discuss budgetary concerns and permit the Board of Education to make informed decisions regarding the Project when necessary.
- EE. Participate in all meetings determined to be necessary (with contractors and consultants, stakeholders, and other interested parties) to enable the successful completion of the Project.
- FF. Administer and monitor the District's Project budget and progress of work for all phases of the District's Project.
- GG. Work with District legal counsel to prepare and finalize all bid documents and/or requests for proposals to secure the necessary contractors and trades determined to be necessary for the completion of the Project.
- HH. Manage the procurement of all necessary contractors and trades determined to be necessary for the completion of the Project, including managing pre-bid conferences, walk-throughs, and the evaluation of proposals.
- II. Work with District legal counsel to prepare contracts for selected consultants and/or contractors.

- JJ. Monitor progress on the completion of the Project, and assist in coordination of approval of progress payments, including reviewing and recommending progress payments in coordination with the architect of record and/or inspector of record and obtaining all necessary approvals from the District's fiscal department in processing progress payments and approving completed work for payment of invoices. Final payment approval shall be subject to District approval.
- KK. Act as the District's agent involving any disputes arising during Project construction, including revision of scope of work due to changed Project or site conditions, negotiating changes to contract and change orders or warranty issues with contractors or subcontractors due to defective construction.
- LL. Review, recommend, and provide contract dispute expertise for Project protests, potential claims, and contract claims. This work includes but is not limited to claims resolution principles, claims avoidance techniques, timeline awareness, risk analysis, contractor's schedule analysis, and claim report writing.
- MM. As requested by the Superintendent or Board of Education, provide a completion report for the Project including recommendations for improving District construction standards, plans, and specifications, contract forms, and procedures.
- NN. Coordinate the work of architect(s) and contractors in their preparation of punch list items itemizing defects in construction materials and/or quality of work including holdback of final payment until Project can be successfully closed out.
- OO. Perform final certification and release of contractor in support of a stipulated warranty process in coordination with appropriate District staff.
- PP. Coordinate/originate contractor quality control requirements to be included in the construction contract where appropriate.
- QQ. Without assuming liability for the District's construction contractors' means, methods, or compliance with their contract documents, perform quality assurance for all elements of the construction contract(s) by monitoring construction activities performed by the contractor(s).
- RR. Without assuming liability for the District's construction contractors' means, methods, compliance with contract documents or jobsite safety requirements of contractors, monitor portions of the Project as worked on by the specific trade contractors and inform the District of any concerns related to quality assurance and overall job-site safety. District acknowledges that Construction Manager is not the inspector of record, but is retaining Construction Manager for its skills and experience in coordinating the completion of projects and providing insight and recommendations based on its building contractor experience.
- SS. Provide photo and video documentation to verify conditions and progress of the Project prior to, during, and following construction. The type of documentation or services shall be agreed to by District and CM firm and can include time-lapse

photography services.

- TT. Act as the District's agent concerning the commissioning of the Project, including verifying that the Project is completed in accordance with all applicable contractor documents and Project specifications.
- UU. Verify that District staff receives all necessary training associated with the maintenance and successful operation of the completed Project.
- VV. Perform additional duties as directed by the Superintendent or Director Fiscal Services and Accountability.

EXHIBIT B

(Project Schedule)

[TO BE INSERTED]

EXHIBIT C

(Hourly Rates and Fees)

Stone Creek Engineering: 2019 Billing Rates

The following list of billing rates shall be used for time and materials work.

Construction/Program Management

Senior Program Manager	\$162.00/hr
Senior Construction Manager	\$162.00/hr
Project Manager	\$99.00/hr
Project Engineer	\$85.00/hr
Project Assistant	\$57.00/hr

Scheduling

Senior Scheduler	\$155.00/hr
Scheduler	\$135.00/hr

Reimbursable Costs

Cost plus 10%

The above rates are applicable for all projects beginning prior to December 31, 2019.



**Pupil Transportation Information, LLC PTI
School Transportation Consultation Services
Timothy W. Purvis
Agreement for Professional Service**

**Vendor # 82-3098242
Contract #0909-19**

This Agreement is entered into between Pupil Transportation Information, PTI, acting as an independent consultant (**CONTRACTOR**) AND Williams Unified School District, WUSD (**DISTRICT**) AND IS DATED, FOR REFERENCE, **October 09, 2019**. **The parties agree as follows:**

1. **CONTRACTOR** agrees to perform during the term of this Agreement, the tasks, obligations and services set forth in the “Scope of Services” attached to and incorporated into this Agreement as Appendix A-Phase I.

DISTRICT agrees to pay **CONTRACTOR** a fixed fee of **\$17,930.00** for all fieldwork and report writing services, including all expenses. All payments will be based upon invoices submitted to the **DISTRICT** by **CONTRACTOR**.

CONTRACTOR will invoice the **DISTRICT** for services performed. The **DISTRICT** will render payment to **CONTRACTOR** within 30 days of receipt of invoices. 50%, **\$8,965.00** of fixed fee will be invoiced upon completion of field study work.

2. **TERM OF AGREEMENT**, the term of this Agreement begins on **October 18, 2019** and ends **June 30, 2020**. Extension or renewal requires approval of the **DISTRICT**. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the Agreement without approval of the **DISTRICT**. This agreement may be terminated by the **DISTRICT** at any time with 15 days prior written notice to **CONTRACTOR**. In the event of termination for reasons other than cause, the **DISTRICT** will pay **CONTRACTOR** for work done up to the time of termination. In the event of termination for cause, **CONTRACTOR** need be compensated only to the extent required by law.
3. **TIME FOR PERFORMANCE**, work defined in Appendix A-Phase I is to be completed within sixty (60) business days of the on-site field work with the submission of a draft report to the **DISTRICT**. A final report will be provided to the **DISTRICT** within fifteen (15) business days of receipt of the return draft report. All services required of the **CONTRACTOR** will be completed on or before the specified end of the term.
4. **MAINTENANCE OF RECORDS AND ASSIGNMENT OF COPYRIGHTS**, **CONTRACTOR** will maintain full and accurate records in connection with this Agreement and will make them available to the **DISTRICT** for inspection at any time. Contractor’s work product produced under this Agreement shall be the property of the **CONTRACTOR**.



5. **STATUS OF CONTRACTOR**, agree that **CONTRACTOR**, in performing the services specified in this Agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. **CONTRACTOR** shall be free to contract for similar service to be performed for other employers while under contract with the **DISTRICT**; **CONTRACTOR** will not accept such engagement which interferes with performance under this Agreement. **CONTRACTOR** is not entitled to participate in any pension plan, insurance, bonus or similar benefits the **DISTRICT** provides for its employees.
6. **HOLD HARMLESS**, **CONTRACTOR** shall hold harmless the **DISTRICT**, its officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of **CONTRACTOR**, its officers, agents or employees taken under this Agreement.
7. **COMPLIANCE WITH LAWS**, **CONTRACTOR** shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws.
8. **MODIFICATION OR ASSIGNMENT**, this Agreement may not be assigned by either party without the express written consent of the other. No modification shall be effective unless approved in writing by the **DISTRICT**. Addresses are as follows:

DISTRICT

Dr. Edgar Lampkin
Superintendent
Williams Unified School District
499 Marguerite Street, Suite C
Williams, CA 95987
(530) 473-2550 x11401
elampkin@williams.k12.ca.us

CONTRACTOR

Timothy W. Purvis, CEO
Pupil Transportation Information, LLC
40284 Via Sonoro
Murrieta, CA 92562
(951) 970-2976
tpurvis@pupiltransinfo.com

DISTRICT

Dr. Edgar Lampkin
Williams Unified School District

Date

Timothy W. Purvis

CONTRACTOR

Timothy W. Purvis, CEO
Pupil Transportation Information, LLC

Oct. 18, 2019

Date



APPENDIX A PHASE I

Pupil Transportation Information, LLC PTI School Consultation Services Scope of Services

Pupil Transportation Information, LLC (PTI), School Consulting Services, will provide management assistance consulting services to the Williams Unified School District, (WUSD) for a comprehensive Maintenance, Operations and Pupil Transportation Program review, study and written report of Findings and Recommendations.

Scope of Review:

1. A minimum of two (2) maintenance, operations & pupil transportation consultants will perform a field-study review (not to exceed 2.5 business days on-site) to be determined mutually between both the Williams Unified School District and PTI, of the District's Maintenance, Operations & Transportation (MO&T) program and conduct staff interviews for the purpose of reviewing pertinent operational documents, best practices, staffing and program budget.
2. Will provide a written draft report within sixty (60) business days of field study completion providing Findings and Recommendations to the district per agreed Scope of Review. A final report will be issued within fifteen (15) business days of return draft report receipt from the district.
3. General review of Districts Maintenance, Operations and Transportation program to include, but not limited to the following:
 - Districts maintenance & operations program expense and how such compares to similar programs.
 - Districts home-to-school general education transportation program cost assessment to include district's bus cost & per pupil cost per mile. (Note: District does not perform district provided special education transportation; support service provided by County Office of Education). Analysis will identify the District's state revenue under LCFF and if such is above, below and at state average for pupil transportation.
 - Assessment of maintenance, operations and transportation program staffing, and organizational design based upon district maintenance, operations and transportation program size and services provided.



- Comparison of custodian/groundskeeper scheduled tasks/duties during work day to other districts.
- Trainings & preparation for the various tasks /duties of MOT/Custodians. Trainings and follow-up monitoring regarding various tasks and duties they hold in MOT (custodians/maintenance).
- Assessment of work order system currently in operation at the District.
- Review of Maintenance and Operations Policy and Procedures Manual, if such exist.
- Review of Maintenance & Operations training program identifying industry standard best practices.
- Assessment of the District preventative maintenance and operations plan.
- Review the districts vehicle maintenance program identifying industry standard best practices, compliance with Title 13 Code of Regulations, California Air Resources Board and local Air Quality Management District regulations, vehicle maintenance records, school bus safety checks and district fleet preventative maintenance program design and documentation, inventory control, and district fleet inventory assessment.
- Assessment of the District's Maintenance, Operations and Transportation facility to include terminal, shop areas, offices, vehicle maintenance repair garages, fueling infrastructure, fleet parking, county storm water requirements & adherence, hazardous materials best practices and security.
- Implemented routing methodology, bus ridership averages and cost per mile comparison for Home-to-School bus routes.
- District Safety & Training program design required school bus driver record maintenance, in-service programs, renewal and original driver candidate recruitment and training design.
- Use of technology for efficiency in general MO&T program support areas.
- Program support of district extracurricular, co-curricular and, if applicable, external district field trip support and billing methodology.
- Study Report-Findings & Recommendations.
- Upon Request, Cabinet and/or Board Presentation of Report Findings & Recommendations.



<hr/>	<hr/>
DISTRICT	Date
Dr. Edgar Lampkin	
Superintendent	
Williams Unified School District	
499 Marguerite Street, Suite C	
Williams, CA 95987	
(530) 473-2550 x11401	
<u>elampkin@williams.k12.ca.us</u>	

<i>Timothy W. Purvis</i>	Oct. 18, 2019
<hr/>	<hr/>
CONTRACTOR	Date
Timothy W. Purvis, dba	
Pupil Transportation Information, LLC	
40284 Via Sonoro	
Murrieta, CA 92562	
(951) 970-2976	
<u>tpurvis@pupiltransinfo.com</u>	

ARCHITECTURAL SERVICES AGREEMENT
BETWEEN WILLIAMS UNIFIED SCHOOL DISTRICT
AND
DERIVI CASTELLANOS ARCHITECTS

This agreement ("AGREEMENT") is dated October 7, 2019 and shall become effective on the date it is signed by a representative for each party and ratified by the District's Board ("Effective Date"). This AGREEMENT is between WILLIAMS UNIFIED SCHOOL DISTRICT ("DISTRICT") and DERIVI CASTELLANOS ARCHITECTS ("ARCHITECT").

WHEREAS, the DISTRICT conducted a competitive procurement via a Request For Qualifications ("RFQ"), to select an architectural firm to provide architectural services pursuant to Government Code section 4525 et seq.;

WHEREAS, after conducting the RFP, the DISTRICT intends to employ ARCHITECT to perform architectural work related to the DISTRICT's upcoming construction projects (each a "PROJECT") at the request of DISTRICT;

WHEREAS, the ARCHITECT represents it is fully licensed to provide architectural services in conformity with the laws of the State of California; and

WHEREAS, ARCHITECT has represented itself as competent to perform the architectural services described herein and desires to enter into this AGREEMENT with the DISTRICT for the completion of the work in accordance with all applicable laws and regulations, including all applicable DISTRICT policies, and the terms and conditions set forth in this AGREEMENT.

NOW, THEREFORE, in consideration of the mutual agreements and covenants contained in this Agreement, and other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

ARTICLE I
ARCHITECT'S SERVICES AND RESPONSIBILITIES

A. This AGREEMENT shall contain the general duties and responsibilities of the parties. ARCHITECT represents that it has the capabilities and skills to complete the architectural services work described herein.

B. The ARCHITECT's basic services shall consist of those services performed by the ARCHITECT, ARCHITECT's employees, and ARCHITECT's consultants, as described in this AGREEMENT.

C. All work under this AGREEMENT shall be performed in a technically sound manner and in accordance with prevailing professional standards applicable to the architectural

services proposed herein. In executing this AGREEMENT and providing services, ARCHITECT agrees it will exercise the ordinary care and skill expected in the industry, and that it shall assume overall responsibility for ensuring that the work is completed in a satisfactory manner and in compliance with all requirements of this Agreement and all applicable federal, state and local laws and regulations, including DISTRICT policies.

D. The schedule may be adjusted as the PROJECT proceeds by mutual written agreement of the parties and shall include allowances for time required for DISTRICT's review and for approval by authorities having jurisdiction over the PROJECT. The time limits established by this schedule shall not, except for reasonable cause, be exceeded by ARCHITECT.

E. ARCHITECT shall prepare schematic design, design development, and construction documents. The construction documents shall be submitted to the Division of the State Architect ("DSA") for review and approval.

F. ARCHITECT and DISTRICT agree that the services required for the PROJECT will be completed for an amount based on the ARCHITECT proposal in Exhibit A, and will be added to the AGREEMENT as an amendment.

ARTICLE II SCOPE OF ARCHITECT'S BASIC SERVICES

A. Description of Basic Services: ARCHITECT's basic services include those described in this Article II, and Article III and include all structural, mechanical, electrical engineering (including low voltage), landscape architecture, on-site civil engineering services and such other services as necessary to produce a complete and accurate set of Construction Documents. The Construction Documents are part of the Contract Documents, which are defined as including, but not limited to, the following: The agreement between DISTRICT and contractor awarded the PROJECT; general and special conditions of the agreement between DISTRICT and contractor; the Construction Documents, and any additional drawings, specifications, addenda, modifications and other documents listed in the agreement between DISTRICT and contractor. Exhibit A outlines the scope of the services from the ARCHITECT. If a conflict arises between Exhibit A and the body of this contract, Exhibit A shall govern.

B. Construction Manager: DISTRICT intends to use the Lease Lease-Back construction delivery method. The construction manager and the ARCHITECT will work together in a cooperative and professional manner for the orderly and timely completion of the PROJECT, and shall coordinate their activities. If a construction manager is not used, then DISTRICT reserves the right to replace the role of the construction manager throughout this AGREEMENT with another representative.

C. Required Approvals: ARCHITECT shall assist the DISTRICT in obtaining required approvals from governmental agencies responsible for electrical, gas, water, sanitary or storm sewer, telephone, as well as the Office of Public School Construction ("OPSC") and DSA.

D. Utility Review: ARCHITECT shall be responsible for determining the capacity of existing utilities, or for any design or documentation required to make points of connection to existing utility services required for the PROJECT.

- E. Planning Surveys: The ARCHITECT shall provide planning surveys, site evaluations and comparative studies of prospective sites, buildings or locations.
- F. Coordination Meetings: ARCHITECT shall attend regular PROJECT coordination meetings between the ARCHITECT, its consultants, the DISTRICT's representative(s), and other consultants of the DISTRICT during PROJECT development.
- G. Drawing Revisions: ARCHITECT shall make revisions in Drawings, Specifications, the PROJECT Manual or other documents when such revisions are inconsistent with approvals or instructions previously given by DISTRICT, including revisions made necessary by adjustments in the DISTRICT's program or PROJECT Budget.
- H. Programmatic Changes: ARCHITECT shall provide services required due to programmatic changes in the PROJECT, including but not limited to size, quality, complexity, method of project delivery, or negotiating the agreement for construction.
- I. Budget and Operating Costs: ARCHITECT shall provide an initial budget for the PROJECT and shall provide periodic updates, as detailed further in this AGREEMENT. ARCHITECT shall provide analyses of DISTRICT ownership and operating costs for the PROJECT.
- J. Interior Design: ARCHITECT shall provide interior design and other services required for or in connection with graphics and signage.
- K. Material Quality: ARCHITECT shall investigate suppliers, fabricators, and manufacturers' such as for carpet, stone, wood veneers, standard or custom furniture, to review the quality or status of items being produced for the PROJECT.
- L. Material Consistency: Cooperate and consult with DISTRICT in the use and selection of manufactured items on the PROJECT, including but not limited to paint, hardware, plumbing, mechanical and electrical equipment, fixtures, roofing materials, and floor coverings. All such manufactured items shall be standardized to DISTRICT's criteria to the extent such criteria do not interfere with PROJECT design and are in compliance with the requirements of Public Contract Code section 3400.
- M. No Asbestos: ARCHITECT shall certify to the best of its information pursuant to 40 Code of Federal Regulations section 763.99(a)(7), that no asbestos-containing material was specified as a building material in any construction document for the PROJECT and will ensure that contractors provide DISTRICT with certification that all materials used in the construction of any school building are free from any asbestos-containing building materials. ARCHITECT shall include statements in specifications that materials containing asbestos are not to be included. This certification shall be part of the final PROJECT submittal.
- N. Maintenance Costs: ARCHITECT shall consider operating or maintenance costs when selecting systems for DISTRICT.
- O. Public Presentations and Legal Proceedings: As requested, ARCHITECT shall prepare for and make formal presentations to the governing board of DISTRICT, and attend public hearings, and other public meetings. In addition, ARCHITECT shall attend and assist in legal proceedings that arise from errors or omissions of ARCHITECT.

P. Written Modifications: The duties, responsibilities and limitations of authority of the ARCHITECT shall not be restricted, modified or extended without written agreement between the DISTRICT and ARCHITECT.

Q. Legal Compliance: ARCHITECT shall comply with all federal, state and local laws, rules, regulations and ordinances that are applicable to the PROJECT.

R. Access to Work: ARCHITECT shall have access to the PROJECT at all times.

S. Scope of Services: ARCHITECT's basic services include all services needed for the scope of work, including structural, mechanical and electrical engineering (including low voltage), landscape architecture, civil site engineering services, interior design, lighting and waterproofing. ARCHITECT shall use extra care and expertise in developing solutions related to waterproofing.

T. Master Plan Review: As part of its Basic Services, and as part of its work required to develop a project budget and development of plans to meet the District's needs, the ARCHITECT shall review the DISTRICT's most recently developed master plan and provide input and guidance on the fiscal and temporal feasibility of that plan as well as propose any modifications to that plan to ensure the project can be completed on time and on budget.

U. Pre-Construction: DISTRICT may request that ARCHITECT provide pre-construction architectural services, including but not limited to meeting and conferring with contractors to discuss and clarify plans and specifications.

ARTICLE III DESIGN AND ADMINISTRATIVE PHASES

A. Planning and Schematic Design Phase

1. Review of PROJECT Requirements

ARCHITECT shall review the program, schedule, and construction budget furnished by DISTRICT to ascertain the requirements of the PROJECT and shall arrive at a mutual understanding of such requirements with DISTRICT, and at the request of DISTRICT, shall meet with education stakeholders as necessary to discuss and determine programmatic requirements. To commence these tasks ARCHITECT shall, within the first month following execution of AGREEMENT, meet with the District and its representatives to prepare a detailed scope of work list and work plan for documentation in a computer-generated PROJECT schedule.

2. Methods of PROJECT Delivery

The ARCHITECT shall review with DISTRICT proposed site use and improvements; selection of materials. Methods of PROJECT delivery will be as specified in Article II B.

3. Specific Considerations

ARCHITECT shall review with the DISTRICT the following specific considerations to be taken into account in the design of the PROJECT:

a. Information Technology Systems: ARCHITECT shall discuss with DISTRICT representatives the manner in which PROJECT may be designed to include information technology systems adequate to meet the needs of both the PROJECT building systems and additional building systems that DISTRICT may add to the PROJECT at a later date.

b. Sustainability/LEED Analysis: ARCHITECT shall be Leadership in Energy and Environmental Design ("LEED") accredited. ARCHITECT shall discuss with DISTRICT representatives regarding options for PROJECT design that is sustainable or environmentally responsible and resource-efficient, particularly with regards to energy and water. ARCHITECT shall also discuss with the DISTRICT design options which may result in LEED certification for the PROJECT, including options for different levels of LEED certification.

c. Building Maintenance: ARCHITECT shall discuss with DISTRICT representatives the ways in which the PROJECT may be designed so that it is compatible with DISTRICT maintenance resources. As discussed in Section C.9 below, ARCHITECT shall utilize grants and outside funding services and work with DISTRICT to utilize and consider funding from grants and alternative funding services.

d. MS4 System: Where appropriate ARCHITECT shall design a Municipal Separate Storm Sewer System ("MS4"). An MS4 is a system of conveyance used to collect and/or convey storm water, including, without limitation, catch basins, curbs, gutters, ditches, and man-made channels and storm drains.

e. SWPPP: Where appropriate the duties of ARCHITECT shall include the development of a Storm Water Pollution Prevention Plan ("SWPPP").

f. Existing Conditions: Review and, where possible, visually verify information provided by the DISTRICT, including without limitation surveys, as-built drawings, as-built conditions, subsoil data, chemical, mechanical, and other data logs of borings furnished to ARCHITECT. ARCHITECT shall provide notification of any existing conditions which are observed to differ from documentation provided by the DISTRICT. As to conditions that cannot be visually verified, unless the invasive investigation of such conditions is specifically included within the ARCHITECT's detailed Scope of Services, the ARCHITECT may use such information, requirements, reports, data, surveys and instructions in performing its services and is entitled to rely upon the accuracy and completeness thereof. The ARCHITECT shall not be held responsible for any errors or omissions that may arise as a result of erroneous or incomplete information provided by the DISTRICT and/or the DISTRICT's other consultants and contractors. If verification of existing conditions is not possible, then ARCHITECT will notify DISTRICT in writing before proceeding further.

g. Subsurface and Topographical Conditions: Review and, where possible, visually verify the capacity of all existing PROJECT utilities and document the

location of existing utility lines, telephone, water, sewage, storm drains and other lines, within the limits of the District on site property. This work may require ARCHITECT to advise DISTRICT to provide a topographical survey for current information. DISTRICT shall, upon request, provide to the ARCHITECT all information available to DISTRICT. As to conditions that cannot be visually verified, unless the invasive investigation of such conditions is specifically included within the ARCHITECT's detailed Scope of Services, the ARCHITECT may use such information, requirements, reports, data, surveys and instructions in performing its services and is entitled to rely upon the accuracy and completeness thereof. The ARCHITECT shall not be held responsible for any errors or omissions that may arise as a result of erroneous or incomplete information provided by the DISTRICT and/or the DISTRICT's other consultants and contractors. If verification of conditions is not possible, then ARCHITECT will notify DISTRICT in writing before proceeding further.

4. Alternative Design and Construction

ARCHITECT shall review with DISTRICT alternative approaches to design and construction of the PROJECT.

5. Updating Schematic Documents

At intervals appropriate to the progress of the Schematic Design Phase and mutually agreeable to DISTRICT and ARCHITECT, ARCHITECT shall provide schematic design studies for DISTRICT's review and information.

6. Provide Drawings

Upon completion of the Schematic Design Phase, ARCHITECT shall provide Schematic Design Documents consisting of drawings and other documents illustrating the scale and relationship of PROJECT components for DISTRICT's approval. These documents shall comply with all applicable laws, statutes, ordinances, codes, rules, and regulations which are applicable to those documents.

7. Budget Requirements

ARCHITECT shall perform schematic design services to keep PROJECT within all budget and scope constraints set by DISTRICT, unless otherwise modified by written authorization by DISTRICT.

B. Design Development Phase

1. Design Development Documents

Based on the approved Schematic Design Documents and any adjustments authorized by DISTRICT in the program, schedule or construction budget, ARCHITECT shall prepare Design Development Documents for DISTRICT's approval. Such documents shall consist of site and floor plans, elevations, cross-sections, outline specifications, and other documents necessary to depict the design of PROJECT, and shall outline specifications to fix and illustrate the size, character, and quality of the entire PROJECT as to requirements, landscapes, civil, structural, mechanical and electrical systems, materials, and such other essential items as may be

appropriate.

2. Updating Drawings

At intervals mutually agreeable to DISTRICT and ARCHITECT, ARCHITECT shall provide drawings and other documents which depict the current status of design development for DISTRICT's review.

3. DISTRICT Approval

Upon completion of the Design Development Phase, ARCHITECT shall provide drawings, outline specifications, and other documents for DISTRICT's approval. ARCHITECT shall review with DISTRICT the selection of building systems and equipment.

4. Cost and Budget

a. ARCHITECT shall revise the initial PROJECT construction budget, as needed, to reflect changes to the PROJECT and to reflect more revised as the drawings are developed.

b. ARCHITECT shall perform design development services to keep PROJECT within all budget and scope constraints set by DISTRICT, unless otherwise modified by written authorization by the DISTRICT.

C. Construction Documents Phase

1. Drawings

ARCHITECT shall prepare and provide to DISTRICT, from the Design Development Documents approved by DISTRICT, Construction Documents consisting of drawings and specifications setting forth, in detail, the requirements for the construction of the entire PROJECT in conformity with all applicable governmental and code requirements and requirements of all governmental agencies having jurisdiction over the PROJECT including OPSC and DSA. This requirement shall be excused when the particular PROJECT includes modernization or re-use of existing designs, when portions of the documents may not be computer generated. The Construction Documents shall show all the work to be done, the materials, workmanship, and finishes required for PROJECT.

2. Design Elements to Prevent Water Intrusion

The parties to the AGREEMENT recognize that the failure of trade contractors to properly seal the buildings against water intrusion is a significant and growing problem in public construction. ARCHITECT shall include specific details in the Construction Documents regarding designs for window, door, roof and any other elements of construction to protect the PROJECT from water intrusion, and shall further fully illustrate and describe all aspects of such construction to include all design components that prevent water intrusion into the completed structure.

3. Fees

DISTRICT shall pay all fees required by such governmental authority as mentioned in Article II, Section C above, and Article III, Section D.2 below. ARCHITECT shall, whenever feasible, establish beforehand the exact costs due to governmental agencies and submit this cost information to DISTRICT so payments may be prepared. ARCHITECT shall not charge a mark-up on costs associated with governmental agency fees when the ARCHITECT pays such fees for the DISTRICT.

4. Drawings to DISTRICT

Upon completion of the Construction Documents Phase, the ARCHITECT shall provide Construction Documents for DISTRICT's approval. After approval by DISTRICT, the ARCHITECT shall reproduce five (5) sets of Construction Documents, which shall be treated as a reimbursable expense. Progress prints for DISTRICT's and its consultant's use shall be at ARCHITECT's expense.

5. Ownership of Documents

a. The plans, specifications, and estimates for the PROJECT shall be and remain the property of DISTRICT, pursuant to Education Code section 17316.

b. In the event DISTRICT completes, modifies, or uses the plans, specifications, studies, drawings, estimates, other documents, or any other works of authorship prepared by ARCHITECT following conclusion of PROJECT or at such other time or circumstance where ARCHITECT is not directly supervising the completion, modification, utilization, and/or application of the aforementioned documents or work, DISTRICT acknowledges that such use shall be at DISTRICT's sole risk and without liability to the ARCHITECT, its employees, and its consultants. DISTRICT agrees to indemnify, defend, and hold harmless ARCHITECT, its employees and consultants, from and against any and all damage, liability or cost, included but not limited to attorney's fees, litigation costs, claims, suits, or any other costs associated with such use.

6. Re-use of Documents

a. In the event DISTRICT ever desires, and it is mutually considered feasible, to erect all or part of another project which would be essentially identical to the PROJECT which is the subject of the AGREEMENT, ARCHITECT agrees to:

(i) Re-use as a separate project its design and the corresponding Construction Documents;

(ii) Prepare with appropriate compensation such modifications as may be dictated by current codes, topography, soils conditions, utility services, existing construction, and similar conditions;

(iii) Perform with appropriate compensation as far as applicable all of the services provided by the AGREEMENT and;

(iv) In the event the DISTRICT re-uses drawings, the ARCHITECT's fees will take into account that no royalty will be paid for the re-used documents, unless ARCHITECT is not retained to provide services for the re-use (in which case, the DISTRICT and ARCHITECT shall negotiate proper compensation for the re-use).

b. ARCHITECT will retain the right to use the design, plans, drawings, and specifications prepared or provided by ARCHITECT, its consultants, or sub-consultants for re-use on other projects for other districts or owners. Such re-use shall not entitle DISTRICT to any notification, payment of any royalty, license fee, or other consideration.

7. PROJECT Cost Estimates

ARCHITECT shall establish an estimated PROJECT Construction Cost.

a. "PROJECT Construction Cost" shall mean the estimate of construction costs to DISTRICT as designed or specified by ARCHITECT and accepted by DISTRICT until such time as responses have been received, whereupon it shall be the accepted construction agreement amount, including alternates designed when accepted, increased by the dollar amounts of all approved additive change order items. ARCHITECT shall perform design development services to keep the PROJECT within all budget and scope constraints set by DISTRICT, unless otherwise modified by written authorization by DISTRICT.

b. When labor or material is furnished by DISTRICT below its market cost, the construction cost shall be based upon current market cost of labor and new material for the purpose of ARCHITECT's fee calculation.

8. Survey Work

All survey and geo-technical studies will be provided by DISTRICT. Architect shall review the completed survey prior to the preparation of construction. Foundation, drainage and compacting requirements shall reflect the analysis provided in the geo-technical reports.

9. Maintenance Costs

ARCHITECT shall consider operating or maintenance costs when selecting systems for DISTRICT. ARCHITECT shall utilize grants and outside funding services and work with DISTRICT to utilize and consider funding from grants and alternative funding services.

10. Modification to Building Design Plans

Following DSA approval of PROJECT documents, ARCHITECT shall modify building designs to incorporate DSA-required revisions.

D. Procurement Phase

1. Assistance in Procurement

ARCHITECT shall have the primary role in the preparation of procurement documents, to the extent they are needed depending on the project delivery method. ARCHITECT shall assist

the construction manager and DISTRICT, as needed, in the preparation of the necessary procurement information, forms, the conditions of the agreements, and the forms of agreement between DISTRICT and the contractors including plans, specifications, and a requirement that the contractor provide operation manuals and adequate training to DISTRICT in the operation of mechanical, electrical, heating, air conditioning, and other systems installed by the contractor, all of which shall be part of the procurement documents prepared by ARCHITECT. ARCHITECT shall have the primary role in the preparation of the PROJECT specifications. ARCHITECT shall assist the construction manager and DISTRICT, as needed, in issuing procurement documents to prospective contractors, conducting conferences with prospective contractors, and responding to questions. ARCHITECT shall assist the construction manager and DISTRICT in obtaining responses and awarding the agreement for the construction of the PROJECT. ARCHITECT shall respond to questions from prospective contractors and shall issue addenda where necessary.

2. Assistance in Filing Required Documents

ARCHITECT shall prepare and file all construction documents required for and obtain the approvals of all governmental agencies having jurisdiction over the PROJECT, including OPSC, DSA, California Department of Education, the county health department, the local fire marshal, and others which have jurisdiction over PROJECT. DISTRICT shall pay all fees required by such governmental authority. ARCHITECT shall, whenever feasible, establish beforehand the exact costs due to governmental agencies and submit this cost information to DISTRICT so that payments may be prepaid.

3. Deposit of Documents

ARCHITECT shall deposit a reproducible set of Construction Documents and specifications at a reprographics company specified by DISTRICT for the procurement and for printing of additional sets of plans and specifications during PROJECT. In addition, ARCHITECT shall provide DISTRICT with a digital file of the Construction Documents.

4. List of Qualified Engineers

ARCHITECT shall submit the name of the proposed PROJECT engineer for DISTRICT approval. In case DISTRICT chooses to re-use construction documents prepared for another project, this re-use choice includes pre-approval of those consultants involved in preparation of those construction documents. ARCHITECT shall ensure that each engineer places his or her name, seal, and signature on all drawings and specifications prepared by said engineer.

5. Responses Exceeding Costs

If the estimate for the cost of construction is exceeded by the lowest bona fide response by more than ten percent (10%), DISTRICT may require ARCHITECT, without additional compensation, to modify the documents for which ARCHITECT is responsible under this AGREEMENT as necessary to bring new responses within ten percent (10%) of such estimate. Alternatively, DISTRICT may require ARCHITECT to perform one or more of the following tasks at no additional cost to DISTRICT: (1) Prepare, at no additional cost, deductive change packages which bring PROJECT within ten percent (10%) of the estimate; or (2) cooperate in revising the PROJECT scope and quality as required to reduce the construction costs to within

ten percent (10%) of the estimate.

E. Construction Phase – Administration of Construction Agreement

1. Start of Services

ARCHITECT's responsibility to provide basic services for the Construction Phase under the AGREEMENT commences with the award of the agreement for construction and terminates at the earlier of the issuance to DISTRICT of the final PROJECT certificate for payment or sixty (60) days after the date of substantial completion of the work.

2. Quality Control Coordination

Prior to commencement of work on the PROJECT, representatives from ARCHITECT, the Inspector of Record, the construction manager, and DISTRICT shall meet to discuss and agree to a written plan for monitoring quality control of construction on PROJECT. The plan shall discuss the quality control and monitoring duties of each member of PROJECT team and the methods to be used by each member to achieve quality control of the construction on PROJECT. The same PROJECT team member representatives shall meet periodically, no less than once a month, throughout the duration of PROJECT to specifically discuss quality control issues and monitoring activities. Written documentation of the meetings shall be provided to DISTRICT.

3. Administration of Agreement

ARCHITECT shall provide administration of the construction agreement as set forth below and in conformance with general conditions of the construction agreement. ARCHITECT shall reproduce three (3) sets of agreement documents and all progress prints for DISTRICT's and consultant's use of ARCHITECT's expense; the remaining sets are to be provided as reimbursable expenses.

4. Modification of Duties

Duties, responsibilities, and limitations of authority of ARCHITECT shall not be restricted, modified, or extended without written agreement of DISTRICT and ARCHITECT with consent of the contractors, which consent shall not be unreasonably withheld.

5. Technical Assistance to PROJECT Inspector

ARCHITECT shall provide technical direction to a full-time PROJECT Inspector employed by and responsible to DISTRICT as required by applicable law. ARCHITECT shall review and advise in the preparation of a marked set of prints to be prepared by the contractor, indicating dimensioned location of buried utility lines (record drawings) which shall be forwarded to DISTRICT upon completion of PROJECT.

6. Site Visits

ARCHITECT shall visit the site at intervals appropriate to the stage of construction or as otherwise agreed by DISTRICT and ARCHITECT in writing to become generally familiar with the progress and quality of the work completed and to determine in general if the work is being

performed in a manner indicating that the work when completed will be in accordance with the Construction Documents. In no event shall the site visits be less than once a week unless agreed to by DISTRICT. However, ARCHITECT shall not be required to make exhaustive or continuous on-site inspections to check the quality or quantity of the work.

7. Work Quality

On the basis of on-site observations as an architect, the ARCHITECT shall keep DISTRICT informed in writing of the general progress and quality of the work and shall endeavor to guard DISTRICT against defects and deficiencies in the work, including work on the punchlist. ARCHITECT will issue deficient work notices where appropriate. (More extensive site representation may be agreed to as an additional service, as described in Article IV.)

8. Not Responsible for Means of Construction

a. ARCHITECT shall not have control over or charge of and shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the work, since these are the contractors' responsibility under the construction agreements. ARCHITECT shall not be responsible for the contractors' schedules or failure to carry out the work in accordance with the Construction Documents. ARCHITECT shall not have control over or charge of acts or omissions of the contractors, subcontractors, or their agents or employees, or of any other persons performing services or portions of the work.

b. ARCHITECT, as part of his basic services, shall advise DISTRICT in writing of any observed or known deficiencies in construction prior to acceptance of the work and prior to the expiration of the guarantee period of PROJECT.

9. Access to Work

ARCHITECT shall at all times have access to the work wherever it is in preparation or progress.

10. Coordination Meetings

ARCHITECT shall attend regular PROJECT coordination meetings between ARCHITECT, its consultants, the construction manager, any DISTRICT representative(s), and other consultants of DISTRICT. The weekly construction meetings may serve as coordination meetings.

11. Review and Certification of Applications for Payment

a. Based on ARCHITECT's observations and evaluations of each contractor application for payment, ARCHITECT shall review and certify the amounts due the respective contractors. ARCHITECT's certification for payment shall constitute a representation to DISTRICT, based on ARCHITECT's observations at the site, and on the data comprising the contractors' applications for payment, that, to the best of ARCHITECT's knowledge, information and belief, the work has progressed to the point indicated and the quality of the work

is in accordance with the Construction Documents.

b. The foregoing representations are subject to an evaluation of the work for conformance with the Construction Documents upon substantial completion, to results of subsequent tests and inspections, to minor deviations from the Construction Documents correctable prior to completion and to specific qualifications expressed by ARCHITECT. The issuance of a certificate for payment shall further constitute a representation that the contractor is entitled to payment in the amount certified. However, the issuance of a certificate for payment shall not be a representation that ARCHITECT has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the work, (2) reviewed construction means, methods, techniques, sequences or procedures, (3) reviewed copies of requisitions received from sub-contractors and materials suppliers and other data requested by the owner to substantiate the contractor's right to payment, or (4) ascertained how or for what purpose the contractor has used money previously paid on account of the agreement sum.

12. Rejection of Work

ARCHITECT shall have authority to reject work which does not conform to the Construction Documents. Whenever ARCHITECT considers it necessary or advisable for implementation of the intent of the Construction Documents, ARCHITECT will have authority, upon written authorization from DISTRICT, to require additional inspection or testing of the work in accordance with the provisions of the Construction Documents, whether or not such work is fabricated, installed, or completed. However, neither this authority of the ARCHITECT nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the ARCHITECT to the contractors, subcontractors, material and equipment suppliers, their agents or employees, or other persons performing portions of the work.

13. Submittals

ARCHITECT shall review and approve or take other appropriate action upon contractor's submittals, such as shop drawings, product data and samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Construction Documents. ARCHITECT's action shall be taken with such reasonable promptness as to cause no delay in the contractor's work or in construction by DISTRICT's own forces, while allowing sufficient time in ARCHITECT's professional judgment to permit adequate review. Review of such submittals is not conducted for the purpose of on-site safety or for construction means, methods, techniques, sequences, or procedures nor will ARCHITECT check for proper numbers or dimensions of the submittal. When professional certification of performance characteristics of materials or equipment is required by the Construction Documents, ARCHITECT shall be entitled to rely upon such certification to establish that the materials, systems, or equipment is required by the Construction Documents. Further, review of such submittals is not conducted for substantiating instructions for installation or performance of equipment or systems designed by the contractor. ARCHITECT shall be entitled to rely upon such certification to establish that the materials, systems, or equipment will meet the performance criteria required by the Construction Documents.

14. Change Order Review

a. The construction manager shall provide an initial review of all proposed change orders and provide its recommendation to ARCHITECT, as needed. The construction manager shall also maintain the Change Order log. ARCHITECT shall prepare and sign or take other appropriate action on Change Orders, Change Order Request, and Construction Change Directives prepared for DISTRICT's approval and execution in accordance with the Construction Documents. When the parties have agreed to the Change Order, ARCHITECT may be required to sign off on a Change Order. Both the ARCHITECT and construction manager shall work to provide an expedited resolution of all Change Order Requests.

b. Project Drawings: ARCHITECT shall maintain a Change Order log which shall identify the Change Order by number, the date the request was received, and the date the response was given. ARCHITECT shall cause the Contractor to prepare a set of reproducible record drawings showing significant changes in the work made during construction based on marked-up prints, drawings, and other data. The cost of revising the drawings or specifications, or for the act of preparing change orders resulting from errors or omissions in the drawings shall not be charged to DISTRICT.

15. Review of Record Documents

ARCHITECT shall, at ARCHITECT's expense, review the record drawings showing significant changes in the work made during construction.

16. Request for Information Processing

ARCHITECT shall review and respond to all Requests for Information ("RFI") in a timely manner, including the preparation of drawings or revisions to drawings as necessary to respond to said requests. ARCHITECT shall work to provide an expedited review of RFIs, with the goal of providing responses within five (5) days of submission. ARCHITECT shall maintain an RFI log, which shall identify the RFI by number, the date the request was received, and the date the response was given.

17. Claim Review

ARCHITECT shall evaluate and render written recommendations, within a reasonable time on all claims, disputes, or other matters at issue between DISTRICT and contractor relating to the execution or progress of the work as provided in the construction agreement. Under no circumstances should this evaluation take longer than twenty (20) calendar days from the date the claim is received by ARCHITECT.

18. Punchlist

ARCHITECT shall prepare the punchlist and, consistent with Article III, Section E.6 above, concerning site visits, determine that the punchlist work performed is in accordance with the construction agreement requirements. ARCHITECT will further review the punchlist for completion.

19. Review of Substitutions

ARCHITECT shall evaluate substitutions proposed by the contractor, with the goal of providing responses to substitution requests within seven (7) days of their submission.

20. Substantial Completion and Final Certificate of Payment

ARCHITECT shall observe PROJECT site to determine the date or dates of substantial completion and the date of final completion. ARCHITECT shall receive and forward to DISTRICT warranties and similar submittals provided by the contractor required by the Construction Documents. ARCHITECT shall review the contractor's final PROJECT certificate for payment upon the contractor's compliance with the requirements of the Construction Documents.

21. Testing of Equipment

ARCHITECT shall require the contractor to provide assistance in the utilization of equipment or systems such as testing, adjusting and balancing, preparation of operation and maintenance manuals, training personnel for operation and maintenance and consultation during operation.

22. Interpreting the AGREEMENT

ARCHITECT shall interpret and provide input regarding matters concerning performance of DISTRICT and contractor under the requirements of the Construction Documents on written request of either DISTRICT or contractor. ARCHITECT's response to such requests shall be made with reasonable promptness and within any time limits agreed upon.

23. Requirements for Interpretation and Decisions

Interpretations and decisions of ARCHITECT shall be consistent with the intent of and reasonably inferable from the Construction Documents and shall be in writing or in the form of drawings. When making such interpretations and initial decisions, ARCHITECT shall endeavor to secure faithful performance by both DISTRICT and contractors, shall not show partiality to either, and shall not be liable for results of interpretations or decisions so rendered in good faith.

24. Decisions in Writing

ARCHITECT shall render written decisions within a reasonable time on all claims, disputes, or other matters in question between DISTRICT and contractors relating to the execution or progress of the work as provided in the Construction Documents.

25. PROJECT Closeout

ARCHITECT shall be responsible for gathering information and assisting DISTRICT in processing forms required by applicable governing authorities, such as OPSC and DSA, in a timely manner and to ensure proper PROJECT closeout. These duties shall include:

a. In connection with determining the date of Substantial Completion, the ARCHITECT shall conduct inspections as required to determine when the contractor has substantially completed the PROJECT and shall prepare punch lists of items that remain in need of correction or completion.

b. ARCHITECT shall collect from the contractor, review, and forward to DISTRICT all written warranties, operation manuals, spare parts, and subcontractor waivers.

c. ARCHITECT shall prepare or collect, as applicable and provide to DSA, all reports required by DSA on PROJECT, including the final verified report.

d. ARCHITECT shall obtain all required DSA approval on all change orders and addenda to the contractor's contract. Final closeout and certification of PROJECT shall be a condition precedent to ARCHITECT receiving final payment on PROJECT.

e. ARCHITECT shall review and confirm a set of as-built drawings for the PROJECT.

26. Delivery of Final Documents

Upon completion of PROJECT, ARCHITECT shall deliver to DISTRICT one (1) set of reproducible drawings showing PROJECT record upon issuance of ARCHITECT'S certificate of completion, with the location of underground sewer water and all utility connections and services specially noted.

ARTICLE IV ARCHITECT'S ADDITIONAL SERVICES

ARCHITECT shall notify DISTRICT in writing of any need for additional services required. ARCHITECT shall obtain written authorization from DISTRICT before rendering such services if ARCHITECT intends to request additional compensation. Compensation for such services shall be subject to advance approval in writing by DISTRICT and will be at the rates in Exhibit B. Such services may include:

a. Making material revisions in drawings, specifications, or other documents when such revisions are required by the enactment or revision of laws, rules, or regulations subsequent to the preparation and completion of such documents.

b. Providing consultation concerning replacement of work damaged by fire and furnishing services required in connection with the replacement of such work.

c. Providing services made necessary by the default of the contractor, by major defect or deficiencies in the work of the contractor, or by significant failure of performance by the contractor, when the need for the services does not arise directly from negligent, errors, or omissions of ARCHITECT.

d. Providing administration services after the construction agreement time has been materially exceeded through no fault of ARCHITECT. ARCHITECT's compensation is expressly conditioned on the lack of fault of ARCHITECT.

e. In the event DISTRICT elects to re-use designs, plans, specifications, estimates, or other documents prepared for another district, the services in

connection with making significant revisions or changes to aforementioned materials to suit DISTRICT.

f. Preparing drawings and specifications associated with PROJECT alternates, where the alternates are of an unusual number or amount, given the size of PROJECT.

g. Providing services relative to future facilities, systems, and equipment.

h. Providing services required for or in connection with the selection, procurement, or installation of furniture, furnishings, and related equipment not included in the construction agreement.

ARTICLE V DISTRICT'S RESPONSIBILITIES

A. DISTRICT shall provide to ARCHITECT information regarding requirements for PROJECT, including information regarding DISTRICT's site, program, objectives, constraints, criteria, educational program, realistic budgets and schedules.

B. DISTRICT shall interact with ARCHITECT and name a representative authorized to act on its behalf. DISTRICT shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of PROJECT.

C. DISTRICT shall furnish all inspection services.

D. DISTRICT shall furnish all legal advice and services required for PROJECT, save for those services representing ARCHITECT.

E. DISTRICT shall give prompt written notice to ARCHITECT if DISTRICT becomes aware of any fault or defect in PROJECT or non-conformance with the Construction Documents. However, DISTRICT's failure or omission to do so shall not relieve ARCHITECT of ARCHITECT's responsibilities under this AGREEMENT, Title 21 and Title 24 of California Code of Regulations, or the Field Act. DISTRICT shall have no duty to observe, inspect, or investigate PROJECT.

F. DISTRICT shall furnish surveys describing physical characteristics, legal limitations and utility locations for the site of PROJECT, and a written legal description of the site. The surveys and legal information shall include, as applicable, grades and lines of streets, alleys, pavements, and adjoining property and structures; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and necessary data pertaining to existing buildings, other improvements and trees; and information concerning available utility services and lines, both public and private, above and below grade.

G. DISTRICT shall furnish the services of geotechnical engineers when such services are reasonably requested by ARCHITECT. Such services may include but are not limited to test borings, test pits, determinations of soil bearing values, percolation tests,

evaluations of hazardous materials, ground corrosion and resistivity tests, including necessary operations for anticipating subsoil conditions, with reports and appropriate professional recommendations.

H. DISTRICT shall furnish structural, mechanical, chemical, air and water pollution tests, tests for hazardous materials, and other laboratory and environmental tests, inspections, and reports required by law of the Construction Documents.

I. Any auditing services the owner may require to verify the contractor's application for payment or to ascertain how or for what purposes the contractor has used the money paid by or on behalf of DISTRICT.

J. The services, information, surveys, and reports required by the AGREEMENT shall be furnished at DISTRICT's expense, and ARCHITECT shall be entitled to rely upon the accuracy and completeness thereof.

K. ARCHITECT shall prepare and DISTRICT shall approve a current, overall budget for PROJECT, including the construction costs for PROJECT.

ARTICLE VI TERMINATION

A. Written Notice of Termination

AGREEMENT may be terminated by either party upon fourteen (14) days written notice to the other party in the event of a material failure of performance by such other party, including insolvency of ARCHITECT, or if DISTRICT should decide to abandon or indefinitely postpone PROJECT.

B. Abandonment of Work by DISTRICT

In the event of a termination based upon abandonment or postponement by DISTRICT, DISTRICT shall pay to ARCHITECT for all services performed and all expenses incurred under the AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of the abandonment or postponement plus any sums due ARCHITECT for governing board approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of the AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents whether delivered to DISTRICT or in the possession of ARCHITECT. In the event termination is for a substantial failure of performance, all damages and costs associated with the termination, including increased consultant and replacement architect costs may be sought from ARCHITECT.

C. Terminate Without Cause During Work on PROJECT

The AGREEMENT may be terminated without cause by DISTRICT during work on the PROJECT upon fourteen (14) days written notice to ARCHITECT. In the event of a termination without cause, DISTRICT shall pay to ARCHITECT for all services satisfactorily performed and

all expenses incurred under the AGREEMENT reasonably supported by documentary evidence, including payroll records, and expense reports up until the date of notice of termination plus any sums due ARCHITECT for governing board approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of the AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents whether delivered to DISTRICT or in the possession of ARCHITECT.

D. Work During Dispute

In the event of a dispute between the parties as to performance of the work or the interpretation of the AGREEMENT, or payment or non-payment for work performed or not performed, the parties shall attempt to resolve the dispute and as to payment, shall make every reasonable effort to resolve the dispute expeditiously. Payment disputes shall be subject to mediation, and the mediation shall be held no later than sixty (60) days after the funds are withheld by DISTRICT, unless both parties agree otherwise. Pending resolution of this dispute, ARCHITECT agrees to continue the work diligently to completion so long as the DISTRICT continues to pay the ARCHITECT for all undisputed amounts. If the dispute is not resolved, ARCHITECT agrees it will neither rescind the AGREEMENT nor stop the progress of the work, but ARCHITECT's sole remedy shall be to submit such controversy to determination by a court having competent jurisdiction of the dispute, after the PROJECT has been completed, and not before.

**ARTICLE VII
MEDIATION**

A. Prior to commencing any action against the other, DISTRICT and ARCHITECT shall endeavor to resolve claims, disputes, and other matters in question between them by mediation.

B. The parties shall share the mediator's fee and any filing fees equally.

**ARTICLE VIII
ACCOUNTING RECORDS OF THE ARCHITECT**

Records of ARCHITECT's direct personnel and reimbursable expense pertaining to the extra services of PROJECT and records of accounts between DISTRICT and contractor shall be kept on a generally recognized accounting basis and shall be available to DISTRICT or his authorized representative at mutually convenient times.

**ARTICLE IX
COMPENSATION TO THE ARCHITECT**

A. DISTRICT shall compensate ARCHITECT as follows:

<u>Schematic Design (100% Completion):</u>	\$103,000 of estimated ARCHITECT Fee as set forth on Exhibit A
<u>Design Development (100% Completion):</u>	\$103,000 of estimated ARCHITECT Fee as set forth on Exhibit A
<u>Construction Documents (90% Completion):</u>	\$154,500 of estimated ARCHITECT Fee, to be paid monthly based on actual level of completion, as set forth on Exhibit A
<u>Procurement Phase:</u>	\$25,750 of estimated ARCHITECT Fee as set forth on Exhibit A, when procurement is completed
<u>Construction Administration:</u>	<u>\$128,750</u> of estimated ARCHITECT Fee
	<u>\$515,000</u> Total Fees

B. When ARCHITECT's Fee is based on a percentage of construction cost and any portions of the PROJECT are deleted or otherwise not constructed, compensation for those portions of the PROJECT shall be payable to the extent actual services are performed.

C. To the extent that the time initially established for the completion of ARCHITECT's services is exceeded or extended through no fault of ARCHITECT, compensation for any services rendered during the additional period of time shall be computed as follows: negotiated and not to exceed state fee guidelines prior to approval by DISTRICT's governing board.

D. Prior to the time the notice to proceed is issued to the contractor, ARCHITECT shall prepare an estimate for ARCHITECT's anticipated expenses on PROJECT. The parties recognize that this figure may be subject to adjustment as work proceeds. In the event the ARCHITECT exceeds this budget, ARCHITECT shall notify DISTRICT and both parties will agree upon a reasonable adjustment.

ARTICLE X REIMBURSABLE EXPENSES

A. Reimbursable expenses are in addition to compensation for basic and additional services and shall be paid to the ARCHITECT at ARCHITECT'S actual cost, plus ten percent (10%) for:

1. Approved reproduction of drawings and specifications in excess of the copies provided by the AGREEMENT, which includes sets of construction documents and all progress prints.

2. Fees advanced for securing approval of authorities having jurisdiction over PROJECT.

3. Items authorized in advance by DISTRICT, such as the expense of models, renderings, photographs, etc.

B. Reimbursable expenses for each PROJECT will be estimated and shown on the PROJECT attachment, and this amount shall not be exceeded without the prior written approval of DISTRICT.

C. Reimbursement for fees and other expenses, except for construction administration services associated with delay caused solely by the contractor, shall be made to ARCHITECT as incurred.

D. Reimbursable expenses shall not include:

- a. Check prints;
- b. Prints of plans or specifications made for ARCHITECT's consultants and two copies of progress prints supplied to DISTRICT;
- c. Preliminary plans and specifications, unless said submittal is required;
- d. Meetings with state planning officials, local or state fire departments, the DSA, State Allocation Board, or other public agencies having jurisdiction;
- e. Business class travel or luxury lodgings;
- f. ARCHITECT's consultants' reimbursables, unless incurred for required submittals; and
- g. Models or mark-ups.

ARTICLE XI EMPLOYEES AND CONSULTANTS

A. ARCHITECT, as part of the basic professional services, shall furnish at its expense the services of landscape architects, structural, mechanical, electrical, and on-site civil engineers. While ARCHITECT is not generally responsible for designing off-site improvements, such as those relating to public streets, ARCHITECT must reasonably prepare and coordinate its designs to accommodate anticipated off-site improvements.

B. ARCHITECT shall submit, for written approval by DISTRICT, the names of the consultant firms proposed for PROJECT. Nothing in the AGREEMENT shall create any contractual relation between DISTRICT and any consultants employed by ARCHITECT under the AGREEMENT.

C. ARCHITECT's consultants shall be licensed to practice in California and have relevant experience with California school design and construction during the last five (5) years. If any employee or consultant of ARCHITECT is not acceptable to DISTRICT, then that individual shall be replaced with an acceptable competent person at DISTRICT's request.

D. The representative assigned to the PROJECT by ARCHITECT shall be a licensed California architect and be able to make critical PROJECT decisions in a timely manner and shall be readily available and provide by phone, facsimile, and through correspondence, design direction and decisions when not at the site.

ARTICLE XII MISCELLANEOUS

A. Indemnification

To the fullest extent permitted by law, ARCHITECT agrees to indemnify, defend, and hold DISTRICT entirely harmless from all liability arising out of:

1. Any and all claims under workers' compensation acts and other employee benefit acts with respect to ARCHITECT's employees or ARCHITECT's subcontractor's employees arising out of ARCHITECT's work under the AGREEMENT.

2. With respect to claims not involving the ARCHITECT's professional services, liability for damages for (1) death or bodily injury to person; (2) injury to, loss or theft of property; (3) any failure or alleged failure to comply with any provision of law; or (4) any other loss, damage, or expense arising under either (1), (2), or (3) above, sustained by ARCHITECT or DISTRICT, or any person, firm or corporation employed by ARCHITECT or DISTRICT upon or in connection with PROJECT, except to the extent the damages arose from the negligence of DISTRICT.

3. With respect to claims involving the ARCHITECT's professional services, any loss, injury to or death to persons or damage to property caused by any negligence, recklessness, default, omission, or willful misconduct of ARCHITECT or any person, firm or corporation employed by ARCHITECT, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm or

corporation including DISTRICT, arising out of or in any way connected with PROJECT, including injury or damage either on or off DISTRICT property; but not for any loss, injury, death or damages caused by the active negligence of DISTRICT.

4. With respect to claims involving ARCHITECT's professional services, ARCHITECT shall not have an upfront duty to defend but shall reimburse reasonably incurred defense fees and costs to the extent determined to have been caused by the negligence, recklessness, default, omission, or willful misconduct of ARCHITECT, its employees or subconsultants or as the parties otherwise agree in settlement. With respect to claims not involving ARCHITECT's professional services, with counsel acceptable to DISTRICT, ARCHITECT, at its own expense, cost, and risk, shall defend any claims, actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its officers, agents or employees, on any such claim or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents, or employees in any action, suit or other proceedings due to the negligence of the Architect.

B. State Allocation Board

If requested, ARCHITECT shall assist DISTRICT and its consultants to apply for funding or reimbursement for the PROJECT from the State Allocation Board; and ARCHITECT may be responsible for preparation, form, submittal, monitoring, or tracking of funding applications prepared by the DISTRICT. ARCHITECT shall be responsible for related submittals required of the ARCHITECT to the DSA, OPSC, and California Department of Education.

C. Maintaining Insurance

ARCHITECT shall purchase and maintain policies of insurance with an insurer or insurers, qualified to do business in the State of California and acceptable to DISTRICT which (acceptance will not be unreasonably withheld) will protect ARCHITECT and DISTRICT from claims which may arise out of or result from ARCHITECT's actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

1. ARCHITECT shall carry Workers' Compensation and Employers Liability Insurance in accordance with the laws of the State of California. However, such amount shall not be less than ONE MILLION DOLLARS (\$1,000,000).

2. General Liability (including operations, products and completed operations, as applicable): \$2,000,000 per occurrence for bodily injury, personal injury & property damage. If commercial general liability insurance or other form with general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit.

3. Automobile Liability: \$1,000,000 per accident for bodily injury and property damage. Workers Compensation: As required by the State of California.

4. Professional liability insurance, including contractual liability, with

limits of ONE MILLION DOLLARS (\$1,000,000) per claim and TWO MILLION DOLLARS (\$2,000,000) in the aggregate. Such insurance shall be maintained during the term of the AGREEMENT and renewed for a period of at least five (5) years thereafter and/or at rates consistent with the rates current at the time of execution of this AGREEMENT adjusted for inflation. Failure to maintain professional liability insurance is a material breach of the AGREEMENT and grounds for immediate termination.

D. DISTRICT as Additional Insured

Each policy of insurance required in Section C above (except for Workers Compensation and Professional Liability Insurance), shall name DISTRICT and its officers, agents, and employees as additional insureds. Each policy of insurance shall state that, with respect to the operations of ARCHITECT, such policy is primary and any insurance carried by DISTRICT is excess and non-contributory with such primary insurance. Each policy of insurance required above, shall state that not less than thirty (30) days' written notice shall be given to DISTRICT prior to cancellation (except only ten days written notice for cancellation due to nonpayment of premium); and, shall waive all rights of subrogation. ARCHITECT shall notify DISTRICT in the event of material change in, or failure to renew, each policy. Prior to commencing work, ARCHITECT shall deliver to DISTRICT certificates of insurance as evidence of compliance with the requirements herein. In the event ARCHITECT fails to secure or maintain any policy of insurance required hereby, DISTRICT may, at its sole discretion, secure such policy of insurance in the name of and for the account of ARCHITECT, and in such event ARCHITECT shall reimburse DISTRICT upon demand for the cost thereof.

E. Insurance for Subcontractors

In the event that ARCHITECT subcontracts any portion of ARCHITECT's duties, ARCHITECT shall require any such subcontractor to purchase and maintain insurance coverage for the types of insurance referenced in Section C, above, in amounts which are appropriate with respect to that subcontractor's part of work which shall in no event be less than FIVE HUNDRED THOUSAND DOLLARS (\$500,000) per claim or occurrence.

F. Lack of Insurance Is Material Breach

Failure to maintain professional liability insurance is a material breach of the AGREEMENT and grounds for immediate termination.

G. Valuable Document Insurance

ARCHITECT shall carry adequate insurance on all drawings and specifications as may be required to protect DISTRICT in the amount of its full equity in those drawings and specifications and shall file with DISTRICT a certificate of that insurance. The cost of that insurance shall be paid by ARCHITECT, and DISTRICT shall be named as an additional insured.

H. ARCHITECT Is Independent Contractor

ARCHITECT, in the performance of the AGREEMENT, shall be and act as an independent contractor. ARCHITECT understands and agrees that ARCHITECT and all of

ARCHITECT's employees shall not be considered officers, employees, or agents of DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of DISTRICT or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. ARCHITECT assumes the full responsibility for the acts and/or omissions of ARCHITECT's employees or agents as they relate to the services to be provided under this AGREEMENT. ARCHITECT shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security, and income taxes for the respective ARCHITECT's employees.

I. Nothing contained in the AGREEMENT shall create a contractual relationship with or a cause of action in favor of any third party against either DISTRICT or ARCHITECT.

J. DISTRICT and ARCHITECT, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to the AGREEMENT with respect to the terms of the AGREEMENT. ARCHITECT shall not assign the AGREEMENT.

K. The AGREEMENT shall be governed by the laws of the State of California.

L. ARCHITECT shall make a written record of all meetings, conferences, discussions, and decisions made between or among the DISTRICT, ARCHITECT, and contractor during all phases of the PROJECT and concerning any material condition in the requirements, scope, performance, and/or sequence of the work. ARCHITECT shall provide a copy of such record to DISTRICT.

M. The AGREEMENT represents the entire agreement between DISTRICT and ARCHITECT and supersedes all prior negotiations, representations or agreements, either written or oral. The AGREEMENT may be amended or modified only by an agreement in writing signed by both DISTRICT and ARCHITECT. The AGREEMENT may be executed in counterpart and with facsimile signatures.

N. All notices under the AGREEMENT shall be in writing and shall be given by email or U.S. mail to the addresses listed below. Email shall be documented by the sending party with sent receipts and will be deemed received on the date of transmission. Transmissions by U.S. mail shall be deemed to have been received forty-eight (48) hours after deposit in the U.S. mail in registered or certified form with postage fully prepaid.

If to the DISTRICT: Williams Unified School District
Attn: Mechele Coombs, Director of Fiscal Svcs
Phone: 530.473.2550
Email: mcoombs@williams.k12.ca.us

If to the ARCHITECT: Derivi Castellanos Architects
Attn: Juan Barroso, Managing Partner
Phone: 209.462.2873 x 107
Email: jbarroso@dcaia.com

O. The AGREEMENT may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

P. The AGREEMENT is subject to ratification or approval by the DISTRICT's governing board.

IN WITNESS WHEREOF, the parties hereto have executed the AGREEMENT as of the Effective Date.

ARCHITECT:

DERIVI CASTELLANOS ARCHITECTS

By: _____

Name: Juan Barroso

Title: Managing Partner

DISTRICT:

**WILLIAMS UNIFIED SCHOOL
DISTRICT**

By: _____

Name: _____

Title: _____

WILLIAMS UNIFIED SCHOOL DISTRICT
Letter of Transmittal to Williams USD Board
From the Superintendent

SUBJECT: Under Armour Donation to Williams Jr./Sr. High School Football Team	AGENDA ITEM #: 10.13
PER: <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST <input type="checkbox"/> PARENT(S) <input type="checkbox"/> OTHER	ATTACHMENTS: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
FOR BOARD: <input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	RESEARCH & PREPARATION BY: Superintendent
<u>BACKGROUND:</u>	DATE: 10-17-19

The Athletic Director, Dan Mc Donald upon scheduling our football games for the Fall 2019 season, accepted to take a game against Paradise High School for August 23, 2019. We gave up a home game by accepting this game in Paradise. CNN decided to do coverage of Paradise football for the 2019 Fall football season.

The apparel company Under Armour, provided a donation of apparel to both Paradise & Williams Jr./Sr. High football teams; ours equaling \$5,000.00 in apparel.

According to board policy BP 3290(a) indicates that *"The Governing Board may accept any gift...to the district from any individual, organization, foundation, or public or private agency that desires to support the district's education program."*

In turn, BP 3290(b) states that the *"Superintendent or designee will annually provide a report to the Board indicating the gifts, grants, and/or bequest on behalf of the district in the preceding fiscal year. The report shall include a statement of the account and expenditure of all gifts of money and or inventory of all gifts of physical assets."*

Please find attached the order of apparel ordered by Coach Jeffery Lemus as account of gifts in apparel ordered from Under Armour for your review.

RECOMMENDATION/COMMENTS:

Recommendation: To Approve the Under Armour donation of apparel equaling \$5,000.00 provided to the Williams Jr./Sr. High School football team.

Edgar Lampkin

From: Dan McDonald
Sent: Tuesday, September 17, 2019 9:18 AM
To: Edgar Lampkin
Cc: Jeffrey Lemus
Subject: FW:
Attachments: Williams High School- Under Armour Apparel - Sheet1.pdf

Dr. Lampkin,

Here is the order from Coach Lemus. This is for the 5,000 in apparel, from Under Armour.

Dan McDonald

From: Jeffrey Lemus <jlemus@williams.k12.ca.us>
Sent: Tuesday, September 17, 2019 9:10 AM
To: Dan McDonald <dmcDonald@williams.k12.ca.us>
Subject:

Jeff Lemus
SSA, Social Science Teacher
Williams JR/SR High School
Head Varsity Football Coach
Head Boys Varsity Basketball Coach
(530) 473- 5369 ext- 11600

	Williams High School- Under Armour Apparel		
Purchase # 1			
1) UA Rival Polo (Men's) \$49.99			
#UA1306583			
Color 200- Brown and White			
Sizes-			
1- Med			
1- Large			
3-XL			
2-2XL			
1- 3XL			
2- 4XL			
Total- 10		\$400	
1) UA Rival Polo (Womens) \$49.99			
#UA1306686			
Color 200- Brown and White			
Sizes-			
1- Med			
1- Large			
Total- 2		\$80	
Purchase # 2			
1) UA Charged Bandit 4 Team Shoes \$79.99			
#UA3020321			
Color- 100 Steele White			
Sizes-			
1- 8.5			
1- 9			
1- 11.5			
1- 12			
1- 13			
1-14			

Total- 6	\$479		
Purchase # 3			
1) UA Hustle Fleece Hoody	(Mens) \$44.99		
#UA1300123			
Color- Steeltown Gold and Black			
Sizes-			
1- Med			
1- Large			
1-XL			
1- 2XL			
1- 3XL			
1- 4XL			
Total- 6	\$270		
Purchase # 4			
UA Men's Triumph Cage Jacket	\$59.99		
#UA1287619			
Color- 001 Black, Steel			
Sizes-			
1- Med			
1- Large			
1- XL			
1- 2XL			
2- 3XL			
3- 4XL			
Total - 7	\$420		
Purchase # 5			
UA Team Coaches Shorts	\$34.99		
UA1228908			
Color- 040 Graphite, White			
Sizes-			
1- Med			

1- Large			
1- XL			
2- 2XL			
1- 3XL			
Total- 6	\$210		
Purchase # 6			
UA Women's Locker Tee		\$25.99	
UA1305510			
Color- 100 White, Graphite			
Sizes-			
1- XS			
3- Small			
1- Med			
1- Large			
Total - 6	\$150		
Purchase # 7			
UA Women's Fleece Hoody		\$44.99	
UA1300261			
Color- 750 Steeletown Gold and Black			
Sizes-			
1- XS			
2- Small			
2- Medium			
1- Large			
Total- 6	\$270		
Purchase # 8			
UA Elite Fleece Full Zip Jacket		\$79.99	
#UA1305782			
Color- 002 Black, Steel			
Size-			
1- Small			

Total- 1	\$79		
Purchase #9			
UA Locker Tee	\$24.99		
#UA1305775			
Color- 100 White, Graphite			
Sizes-			
8- Small			
8- Med			
6- Large			
4- XL			
2- 2XL			
1- 3XL			
1- 4XL			
Total- 30	\$750		
Purchase # 10			
UA Locker Tee	\$24.99		
#UA1305775			
Color- 001 Black, Metallic Silver			
Sizes-			
7- Small			
8- Med			
4- Large			
2- XL			
2- 2XL			
Total- 23	\$575		
Purchase # 11			
UA Locker Tee Longsleeve		\$29.99	
#UA 1305776			
Color- 750 Steeltown Gold and Black			
Sizes-			
7- Small			

8- Med			
6- Large			
4- XL			
3- 2XL			
2- 3XL			
Total- 30		\$900	
Purchase # 12			
UA Rush Sleeveless			\$49.99
#UA1327645			
Color-001 Mod Gray			
Sizes-			
4- Small			
1- Med			
Total- 5		\$250	
Purchase # 13			
UA Heatgear Armour 2.0 Compression Leggings			\$34.99
#UA1289577			
Color- 100 White, Graphite			
Size-			
1- Small			
Total- 1		\$35	
Purchase # 14			
UA Sportstyle Stadium Hoody			\$44.99
#UA 1326763			
Color- 036 Steel, Black			
Size-			
Small			
Total- 1		\$45	

**Settlement on Impacts/Effects of Full Day TK & Kindergarten
Between the Williams Unified School District
and the Williams Teachers Association**

This will settle all claims associated with Case No. SA-CE-2894-E.

The parties agree that this document will be formalized with District's attorneys and the Union Representative including the settlement and release language in the final version. The parties agree to sign the attached MOU.

The District will pay a lump sum of \$11,250 each to Emma Agnew and Angela Stephens, for a total of \$22,500, to compensate the two remaining teachers affected by the loss of preparation and instructional assistance.

For WTA:

A handwritten signature in dark ink, appearing to read "M. Hansen", written over a horizontal line.

Date: October 10, 2019

For the District:

A handwritten signature in dark ink, appearing to read "Edgar Lomph", written over a horizontal line.

Date: October 10, 2019

**Memorandum of Understanding
Between the Williams Unified School District
And the Williams Teachers Association**

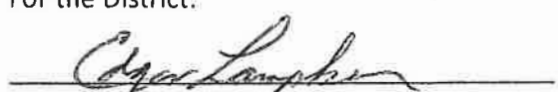
1. For Transitional Kindergarten (TK), a paraprofessional shall be assigned to each classroom for 210 minutes each day in the morning.
2. A full day substitute will be provided for Kindergarten teachers for short cycle testing (approximately every six weeks), and for both TK and Kindergarten teachers, once a trimester for report cards.
3. The Kindergarten and TK teachers will be offered and provided collaboration time for school improvement, Achievement Data Teams and Instructional Leadership during the school year on an "as needed basis" with the mutual agreement and approval of the Site Principal. Substitutes for their classrooms will be provided on these collaboration days.
4. The Kindergarten student instructional day during the full-day schedule shall end 5 minutes prior to the end of the student instructional day for grades 1-3. This end time may be adjusted as needed by mutual agreement between the Site Principal and TK/Kindergarten Teachers to ensure safe student pick-up by parents.
5. The Site Principal will continue to meet with TK and Kindergarten Teachers during the 2019-2020 school year to discuss other potential adjustments based on student and teacher needs.
6. In the spring of 2020, the full day program will be evaluated by TK and Kindergarten teachers, and by site and district administration. The evaluations will be used for planning purposes for the 2020-2021 school year.
7. This MOU shall remain in full force and effect until June 30, 2020 unless extended by mutual agreement following review of the evaluations.

For WTA:



Date: October 10, 2019

For the District:



Date: October 10, 2019

Williams Unified School District
Initial Proposal Pursuant to Government Code Section 3547
for 2020-2021 Successor Agreement
To
Williams Teachers Association
October 11, 2019

Article II: Salaries

Article III: Fringe Benefits

Williams Unified School District

10/8/2019
03:24:05 PM

2019-2020

Daily Enrollment by School - 10/8/2019

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Report Totals

SCHOOL NAME	Transitional Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade	TK-3	Fourth Grade	Fifth Grade	Sixth Grade	4-6	Seventh Grade	Eighth Grade	7-8	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	9-12	Total
Mid Valley Alter. High School						0				0			0		5	3	9	17	17
Williams Elementary School	20	100	101	94	101	416				0			0					0	416
Williams Independent Study						0				0			0			3	4	7	7
Williams Junior Senior High School						0				0	106	107	213	120	96	96	83	395	608
Williams Upper Elementary						0	100	110	114	324			0					0	324
Total:	20	100	101	94	101	416	100	110	114	324	106	107	213	120	101	102	96	419	1372

Williams Elementary School

10/9/2019

2019-2020

Discipline Distribution Report from 9/1/2019 to 9/30/2019

Page 1

Code # and Name	Total	Grade					Gender			User3 Codes	
		TK	K	1	2	3	F	M	OGN	F	H
WA 48900 (a)(1) Caused, Attempte	7	5	1	-	-	1	1	6	0	-	-
WJ 48900 (i) Obscene Acts, Profar	1	-	1	-	-	-	-	1	0	-	-
WL 48900 (k) Disruption, Defiance	6	4	1	1	-	-	-	6	0	-	-
Totals:	14	9	3	1	-	1	1	13	-	-	-

Williams Upper Elementary

10/9/2019

2019-2020

Discipline Distribution Report from 9/2/2019 to 9/30/2019

Page 1

Code # and Name	Total	Grade			Gender			User3 Codes	
		4	5	6	F	M	OGN	F	H
95 Other	9	2	6	1	-	9	0	-	-
WA 48900 (a)(1) Caused, Attempte	4	-	3	1	-	4	0	-	-
WG 48900 (f) Property Damage	1	-	1	-	-	1	0	-	-
WJ 48900 (i) Obscene Acts, Profar	2	1	1	-	-	2	0	-	-
WL 48900 (k) Disruption, Defiance	33	12	13	8	7	26	0	-	4
WT 48900 (r) Bullying	1	-	1	-	-	1	0	-	-
Totals:	50	15	25	10	7	43	-	-	4

Williams Junior Senior High School

10/9/2019

2019-2020

Discipline Distribution Report from 9/2/2019 to 9/30/2019

Page 1

Code # and Name	Total	Grade						Gender			User3 Codes	
		7	8	9	10	11	12	F	M	OGN	F	H
33 Academic Code Violation (Chea	1	-	-	1	-	-	-	-	1	0	-	-
76 School Rules, Violation of	12	2	5	3	1	-	1	4	8	0	-	-
80 Tardy	191	26	18	26	56	48	17	84	107	0	-	9
89 Truant	1	-	1	-	-	-	-	1	-	0	-	-
90 Truant, Period	2	-	-	-	2	-	-	-	2	0	-	-
WA 48900 (a)(1) Caused, Attempte	7	4	-	1	1	-	1	2	5	0	-	3
WG 48900 (f) Property Damage	1	-	1	-	-	-	-	-	1	0	-	-
WJ 48900 (i) Obscene Acts, Profar	4	3	1	-	-	-	-	1	3	0	-	2
WL 48900 (k) Disruption, Defiance	69	19	13	7	13	13	4	27	42	0	-	5
WT 48900 (r) Bullying	1	-	1	-	-	-	-	-	1	0	-	-
WV 48900.2 Sexual Harassment	2	1	1	-	-	-	-	1	1	0	-	-
Totals:	291	55	41	38	73	61	23	120	171	-	-	19

Mid Valley Alter. High School

10/9/2019

2019-2020

Discipline Distribution Report from 9/2/2019 to 9/30/2019

Page 1

Code # and Name	Total	Grade			Gender			User3 Codes	
		10	11	12	F	M	OGN	F	H
80 Tardy	2	2	-	-	-	2	0	-	-
WA 48900 (a)(1) Caused, Attempte	1	-	-	1	-	1	0	-	-
WL 48900 (k) Disruption, Defiance	1	-	-	1	-	1	0	-	-
Totals:	4	2	-	2	-	4	-	-	-

WILLIAMS UNIFORM COMPLAINT PROCEDURE

QUARTERLY REPORT

WILLIAMS UNIFIED SCHOOL DISTRICT

 JULY TO SEPTEMBER 2019

Education Code 35186(d) requires that a district report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

 x No complaints have been received this quarter.

The following complaints have been received this quarter.

Education Code 35186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned instructional materials to use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.

 0 Complaints have been received regarding insufficient instructional materials.

District Resolutions:

--

Education Code 36186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned textbooks or state- or district-adopted textbooks required for use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.

 0 Complaints have been received regarding insufficient textbooks.

District Resolutions:

--

Education Code 35186(e)(3) requires that districts investigate and resolve complaints when a complainant alleges that facilities have conditions that pose an emergency or urgent threat to the health or safety of students or staff.

 0 Complaints have been received that facilities have emergency/urgent threat conditions.

District Resolutions:

--

Education Code 35186(e)(2) requires that districts investigate and resolve complaints when a complainant alleges that (a) a qualified certificated teacher has not been assigned to a vacant position to a class for an entire year; (b) a teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class; or (c) a teacher is assigned to teach a class for which the teacher lacks subject matter competency.

0 Complaints have been received regarding unqualified teachers.

District Resolutions:

The district investigated and remedied any valid complaint within a reasonable time period not exceeding 30 working days from the date the complaint was received. EC 35186 (b)

Edgar Lopez
Superintendent

9/30/19
Date

Local Indicator Self-Reflection Tool

Family Engagement Priority 3



TONY THURMOND
State Superintendent of Public Instruction

Welcome

While we wait for the presentation to start, please feel free to:

- Place your phone on mute.
- Open the PowerPoint for this webinar
- Open the Self-Reflection Tool for Priority 3

Webinar Goals

The purpose of this webinar is to:

- Review general requirements for local indicators
- Introduce the revised self-reflection tool for Priority 3
- Identify resources to support the implementation of family engagement
- Provide recommendations

General Requirements

Local Indicators



TONY THURMOND
State Superintendent of Public Instruction

Definition: Local Indicator

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, a local educational agency (LEA) will measure and report its progress through the Dashboard based on locally collected data.

Local Indicators in the Dashboard

Priority 1: Basic Conditions at School

Priority 2: Implementation of State Academic Standards

Priority 3: Parent Engagement

Priority 6: Local Climate Survey

Priority 7: Access to a Broad Course of Study

Priority 9: Coordination of Services for Expelled Students**

Priority 10: Coordination of Services for Foster Youth**

** County offices of education only

General Information

The State Board of Education (SBE) approved:

- Standards for local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area
- Self-reflection tools for use in reporting progress towards each local indicator through the Dashboard

Performance Standard

The SBE approved standards for the local indicators that support an LEA in measuring and reporting progress within the appropriate priority area. The approved standards require an LEA to:

- **Annually** measure its progress
- Report the results **at a regularly scheduled public meeting** of the local governing board
- Report results to the public **through the Dashboard**

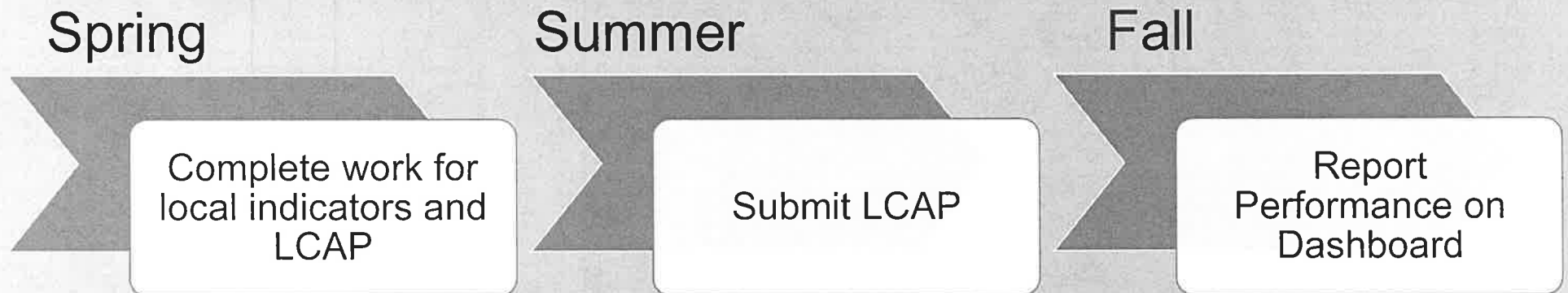
Reporting in the Dashboard

- When the LEA meets the performance standard for the local indicators established by the SBE, the LEA will select “Met”.
- If an LEA fails to meet the performance standard for any local indicator, the LEA will select “Not Met” or “Not Met for Two or More Years” for that indicator, as applicable.
 - Note: An LEA reporting a performance level of “Not Met for Two or More Years” may be identified for differentiated assistance beginning in the 2018-19 school year.

Reporting to the Governing Board

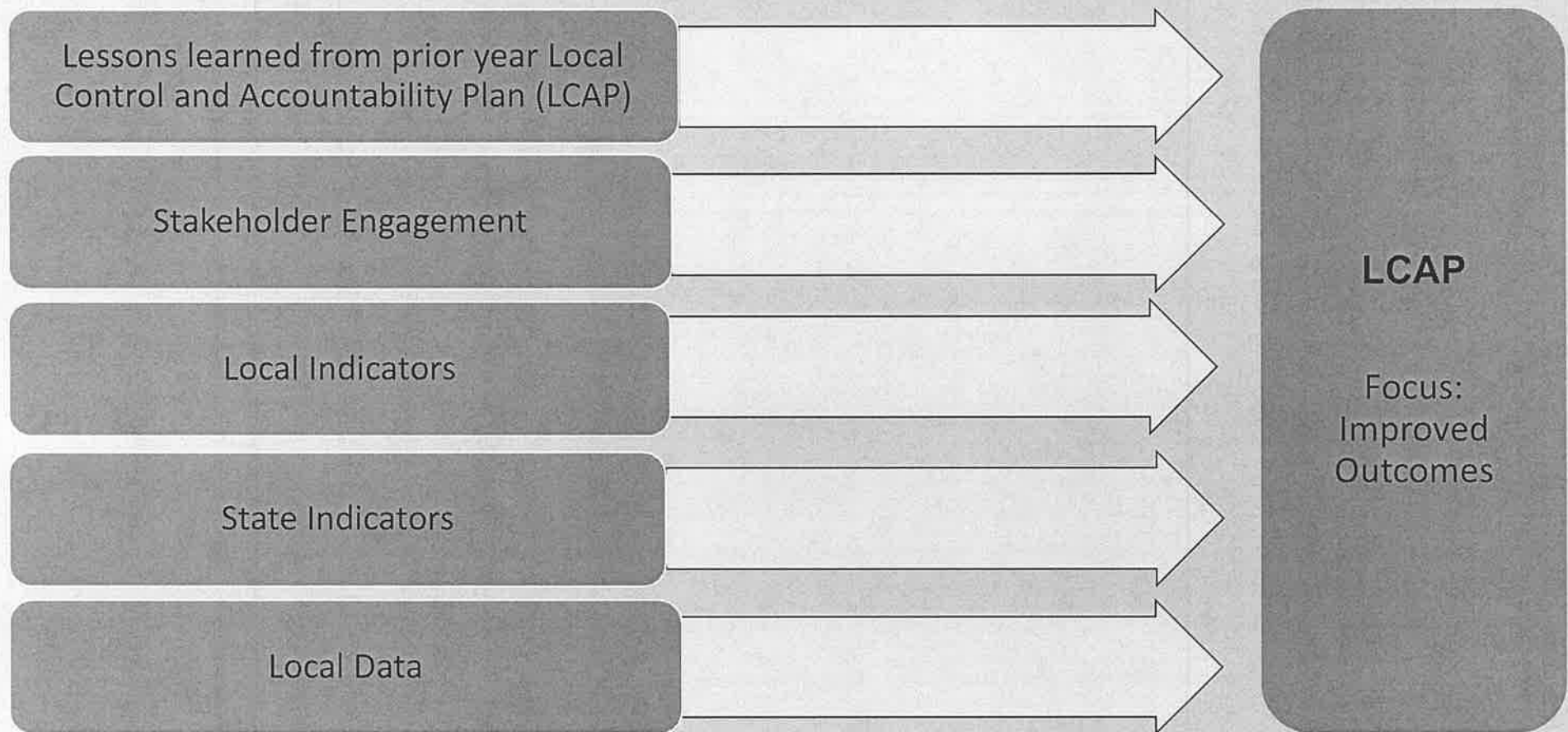
As a **best practice** for stakeholder engagement, an LEA is encouraged to provide the local indicator reports to the governing board as an agenda item for public comment rather than as a consent item on the agenda.

Timing of the Self-Reflection Tools



CALIFORNIA DEPARTMENT OF EDUCATION

Informing the Development of the LCAP



Revised Self-Reflection Tool: Priority 3

Background



TONY THURMOND
State Superintendent of Public Instruction

Ad Hoc Family Engagement Workgroup

- In 2017, the California Department of Education (CDE) established the Ad Hoc Family Engagement Workgroup (Workgroup) at the recommendation of the School Conditions and Climate Workgroup.
- The Workgroup was composed of individuals with a wide range of expertise in family engagement.

Assembly Bill 2878 (1)

- In September 2018, Assembly Bill (AB) 2878 amended California *Education Code* (EC) sections 52060(d)(3) and 52066(d)(3), to expand the description of LCFF Priority 3 (Parent Involvement) to include family engagement.
- AB 2878 retained the requirement to address the following in the LCAP:
 - Seek parent input in making decisions for the school district and each individual school site.
 - Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

AB 2878 (2)

AB 2878 added the following:

Family engagement may include, but need not be limited to:

- Efforts by the school district and each individual school site to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access
- Families as partners to inform, influence, and create practices and programs that support pupil success and collaboration with families and the broader community, expand pupil learning opportunities and community services, and promote civic participation

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Workgroup Process

The Workgroup:

- Created a working definition of family engagement to inform its work
- Reviewed current research on family engagement
- Conducted research on the family engagement policies and tools in other states
- Identified potential challenges and barriers to engaging families
- Identified promising practices currently implemented in LEAs throughout California
- Analyzed the responses to the current self-reflection tool in the Dashboard
- Reviewed the language from AB 2878; and
- Identified recommendations for improving the current self-reflection tool

SBE-Adopted Self-Reflection Tool Priority 3

Overview



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State Superintendent of Public Instruction

SBE-Adopted Self-Reflection Tool (1)

On March 14, 2019, the SBE adopted a revised self-reflection tool for Priority 3 based on:

- Current research
- Current state and federal guidance documents (e.g. Dual Capacity Building Framework, CDE Family Engagement Toolkit, etc.)
- Requirements of AB 2878; and
- Recommendations of the Ad Hoc Family Engagement Workgroup

The revised self-reflection tool will be used to report progress for Priority 3 (Family Engagement) in the 2019 Dashboard.

SBE-Adopted Self-Reflection Tool (2)

- Introduction
- Instructions
- Reporting Sections of the Tool
- Appendix

Introduction

The Introduction provides a general description of the:

- Importance of family engagement
- Research
- Requirement for LEAs to address Priority 3 within the LCAP

Instructions (1)

- Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

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Instructions (2)

- Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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Instructions (3)

- Following each of the three sections, LEAs will respond to the narrative prompt:
 - Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
- Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Reporting Sections of the Tool

- Building relationships between school staff and families
- Building partnerships for student outcomes
- Seeking input for decision-making

Section 1: Building Relationships

Rate the LEA's progress in:

1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families
2. Creating welcoming environments for all families in the community
3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children
4. Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families

Respond to the narrative prompt

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Section 2: Building Partnerships for Student Outcomes

Rate the LEA's progress in:

1. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families
2. Providing families with information and resources to support student learning and development in the home
3. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes
4. Supporting families to understand and exercise their legal rights and advocate for their own students and all students

Respond to the narrative prompt

Section 3: Seeking Input for Decision Making

Rate the LEA's progress in:

1. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making
2. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making
3. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community
4. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels

Respond to the narrative prompt

Dashboard Narrative

Best practices:

- Use language that is accessible and understandable to parents.
- Include an explanation of how the LEA arrived at conclusions reported on the self-reflection tool; for example what evidence was considered, how the LEA arrived at the ratings, etc.

Responses are limited to 3,000 characters.

Appendix: Resources (1)

1. Partners in Education: A Dual Capacity Building Framework for Family School Partnerships - <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. CDE's Family Engagement Toolkit: Continuous Improvement through an Equity Lens - <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

Appendix: Resources (2)

3. Editable Templates for CDE's Family Engagement Toolkit -
<https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. Head Start Parent, Family, and Community Engagement Framework
- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>

Further Information and Recommendations



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State Superintendent of Public Instruction

Administrative and Leadership Support

To move beyond the completion of the self-reflection tool as a compliance exercise, and to support improvements in family engagement, it is helpful to have:

- Support from leadership
- Staff with adequate authority to develop and manage a comprehensive approach to family engagement
- Adequate resources; and
- Opportunities for ongoing learning and support (e.g. Family Engagement Networks)

Teams and Timelines

LEAs are encouraged to:

- Provide teams with foundational research and knowledge regarding family engagement (including but not limited to practices for engaging diverse stakeholders and soliciting input) and improvement science
- Use the Dual Capacity-Building Framework and the CDE's Family Engagement Toolkit in concert with the self-reflection tool
- Synchronize the implementation of the self-reflection tool with the LCAP development cycle
- Look for opportunities to embed family engagement throughout goals in the LCAP

Informing the Ratings

A variety of methods may be used:

- Stakeholder groups (e.g. focus groups, Schoolsite Council, Parent Advisory Committee, English Learner Parent Advisory Committee)
- Examination of policies and documents (e.g. Parent Handbooks, Parent/Family web pages, etc.)
- Parent surveys
- Staff surveys
- Observations (e.g. physical environment or process)

Adapted from: Family Engagement Toolkit (page 17 and page 67)

Resources

CDE Resources

Webpage	Information
LCAP - https://www.cde.ca.gov/re/lc/	<ul style="list-style-type: none"> • LCAP Template • Budget Overview for Parents • Other Planning Templates • Statute • Regulations
The LCFF Priorities/Whole Child Resources Map - https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp	<ul style="list-style-type: none"> • Resources for each of the LCFF priorities • California School Dashboard • Continuous Improvement Resources
Parent/Family - https://www.cde.ca.gov/ls/pf/pf/	<ul style="list-style-type: none"> • Academic Content Standards • Advisory Committees and Councils • Parents' Rights (general) • Resources

Other Resources (1)

On February 27, 2019, the United States Department of Education's (ED's) Office of English Language Acquisition (OELA) hosted a family engagement webinar that featured their new English Learner Family Toolkit (<https://ncela.ed.gov/family-toolkit>).

- This Toolkit was developed as a resource for families and staff.
- Topics addressed by chapters include:
 - Enrolling Your Child in School
 - Attending Schools in the United States
 - Obtaining Services for English Learners
 - Finding Additional Services for Your Child
 - Keeping Your Child Safe and Healthy in School
 - Helping Your Child with Schoolwork at Home

Other Resources (2)

Each chapter in the English Learner Family Toolkit includes:

- An overview
- Family and student rights
- Questions to ask schools
- Tips
- Resources

To access the resources from OELA's webinar, please click on the links below:

- Presentation materials - <https://www.ncela.ed.gov/webinars>

Questions or Comments?

Please contact:

Local Agency Systems Support Office

LCFF@cde.ca.gov

916-323-5233