

**Introduction:**LEA: Williams Unified LCAP Year: 2015-18Contact: Jennifer Foglesong, [jifoglesong@williams.k12.ca.us](mailto:jifoglesong@williams.k12.ca.us)***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans*

*(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part a of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

*Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01, community members, local bargaining units, LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How the information was made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<b>Board Workshop</b> September 2014	Behavioral counseling for students included in plan for 2014/15.
<b>Parent Meetings;</b> March 6, 2015 March 11, 2015	No pricing Food Option in 2015/16. Transportation Home for students included in plan for 2015/16. Drug prevention measures included in plan for 2015/16. K-12 Intervention programs included in plan for 2015/16.
<b>Superintendent's Parent Advisory Committee</b> April 23, 2015 May 7, 2015	Small group instruction is included in the plan for 2015/16 Parent/Family nights are included in the plan for 2015/16. Physical Education is included in the plan for 2015/16. Readiness packets for parents are included in 2015/16. Music instruction is included in the plan for 2015/16.



<b>Public Hearing</b> June 11, 2015	Class size moved to general fund. Para educators added for support to 50% positions, amount increased. Added language to Sac State Summer Academy. Estimated costs for each action/services added to the plan for clarification. Interventions added to plan.
<b>Annual Update:</b> <b>Parent Forum</b> June 1, 2015 June 8, 2015  <b>Public Hearing</b> June 11, 2015	<b>Annual Update:</b> Discussions regarding the document, took place in the following meetings. The document from the previous year was altered for the 2015-18 template, it has been updated with metrics and specific actions. Specific alterations to the document are listed above in the Involvement process. The District proposed schedule for stakeholder engagement includes input in the current document and the Annual Update.

## ***Section 2: Goals, Actions, Expenditures, and Progress Indicators***

### **Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions

an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal.

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

**Related State and/or Local Priorities:** Identify the state and /or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data, used to identify the need(s).

**Schools:** Identify the schools sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d) (5) (B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, school wide, countywide, or charter wide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils’ subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.



**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. <b>(1a) Improve Consistency of High Quality Instruction in All Classrooms</b>		Related State and/or Local Priorities: 1 ✓ 2 ✓ 3__ 4 ✓ 5 ✓ 6__ 7__ 8 ✓ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<b>Identified Need:</b> Non-alignment of curriculum, professional development, teaching practices, and student performance indicators, K-12. <b>Metric:</b> Curriculum , Employ Teachers , Observation ( Evidence of Practices; Walkthroughs, Informal Observations and Formal Evaluations)			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	The District will establish a plan for Professional Development of Common Core State Standards with input from staff. Employ Highly Qualified Teachers, 85%. Participation of all Probationary I and II teachers in BTSA/TCIP. Observations/Walkthroughs will be completed by Administration for evidence of practices.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Probationary I and II teachers will all participate in the Tri County BTSA/TCIP program to clear their credential as required by the State.  Estimated costs for district contribution to program.		LEA-wide	✓All	Est.Cost: \$12,000 Funding Source(s): Supp/Conc: 12,000
All teachers will have access to Common Core curriculum, through the adoption process. Professional Development and support will be provided to all teachers.  Topics will be identified by staff in collaboration with Administration.  Areas of focus for Common Core are Critical Thinking, Collaborative Conversations, Creativity and Communication.  Estimated costs are related to Professional Development and materials.		LEA-wide	✓All	Est.Cost: \$35,000 Funding Source(s): Supp/Conc: 35,000

<p>District Staff Advisory Committee; composition of certificated and classified employees.</p> <p>Development of group, to provide input to district on professional development and the LCAP.</p> <p>Estimated cost is related to materials and snacks for the year.</p>	LEA-wide	✓All	<p>Est.Cost: \$5,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 5,000</p>
<p>Through negotiations and advisory meetings with certificated and classified staff explore the possibility of Early Release days for the 2016/17 school year.</p> <p>Early release days would be for professional development of certificated and classifies staff.</p>	LEA-wide	✓All	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p> <p>Supp/Conc: 0</p>
<p>Hire ELD instructional support for teachers and students in grade spans K-6 and 7-12.</p> <p>Interventions will be provided to students based on need (determined by local criteria).</p> <p>2 Full Time (FTE) certificated positions.</p> <p>Estimated cost is calculated at district average salary &amp; benefits (2).</p>	LEA-wide		<p>Est.Cost: \$134,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: \$134,000</p>
		<p>___ Low Income ✓English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify)_____</p>	
<p>Assessment of current ELD program.</p> <p>Utilization of outside service providers to align curriculum, provide professional development, and assess student progress.</p> <p>Develop a plan to address student needs.</p> <p>Estimated costs for use of outside vendors.</p>	LEA-wide		<p>Est.Cost: \$20,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 15,000</p> <p>Title III: 5,000</p>
		<p>___ Low Income ✓English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify)_____</p>	

<p>Identify the need for in class instructional support.</p> <p>Anticipated need of Credential or Classified Personnel ; time equivalent of 20-30 hours per week per identified position.</p> <p>Identify baseline data with local assessments.</p> <p>Estimated cost is for positions, salary &amp; benefits.</p>	LEA-wide	✓All	<p>Est.Cost: \$75,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 75,000</p>
<p>Hire TK-3 and 4-6 Reading Specialist will work with Elementary teachers on refinement and extension of the development of a Reading program that addresses Common Core State Standards and student achievement.</p> <p>Intervention model will be examined to include targeted instruction to increase student success; this model may include push in or pull out services for students.</p> <p>Metrics will be established for both core and intervention programs.</p> <p>Estimated costs are based on the average salary &amp; benefits for the district (2).</p>	Elementary	✓All	<p>Est.Cost: \$134,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 112,000</p> <p>Title I: 22,000</p>
<p>Write Tools Curriculum and Professional Development; Implementation of the strategies K-12.</p> <p>Increase use of writing strategies across the curriculum with a focus on Common Core State Standards.</p> <p>Establish a baseline with local writing assessment/s; creation of rubrics to assess student writing samples.</p> <p>Estimated costs of professional development for teachers.</p>	LEA-wide	✓All	<p>Est.Cost: \$57,000</p> <p>Funding Source(s):</p> <p>Title I: 5,700</p> <p>Supp/Conc: 51,300</p>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	The District will implement plan for Professional Development of Common Core State Standards with input from staff. Employ Highly Qualified Teachers, 90%. Probationary I and II teachers will clear credential. Observations/Walkthroughs will be completed by Administration for evidence of practices, logs will be turned in to the Superintendent.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Probationary I and II teachers will all participate in the Tri County BTSA/TCIP program to clear their credential as required by the State. All Probationary II employees will clear their credential.  Estimated costs for district contribution to program.	LEA-wide	✓All	Est.Cost: \$12,000 Funding Source(s): Supp/Conc: 12,000
All teachers will have access to Common Core curriculum, through the adoption process. Professional Development and support will be provided to all teachers.  Topics will be identified by staff in collaboration with Administration. One of the identified areas for Common Core will be the focus of additional onsite/off site training.  The areas are; Critical Thinking, Collaborative Conversations, Creativity and Communication.  Estimated costs are related to Professional Development and materials.		✓All	
District Staff Advisory Committee; comprised of certificated and classified employees.  The group will provide input to district on professional development and the LCAP.  Estimated cost is related to materials and snacks for the year.	LEA-wide	✓All	Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000

<p>Year One of implementation for Early Release days for certificated and classified staff.</p> <p>Early release days would be an additional cost for the district, approximate funding needed to provide this level of support throughout the district.</p> <p>Estimated Cost is the cost per day for certificated staff x # of days agreed upon through the negotiation process.</p>	LEA-wide	<p>✓All</p>	<p>Est.Cost: \$120,000</p> <p>Funding Source(s): Supp/Conc: 120,000</p>
<p>Continue ELD instructional support for teachers and students in grade spans K-6 and 7-12.</p> <p>Interventions will be provided to students based on need (determined by local criteria).</p> <p>2 Full Time (FTE) certificated positions.</p> <p>Estimated costs of positions (2) at the district average salary &amp; benefits.</p>	LEA-wide	<p>___ Low Income ✓English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify)_____</p>	<p>Est.Cost: \$134,000</p> <p>Funding Source(s): Supp/Conc: 134,000</p>
<p>Implementation of ELD plan that addresses student needs in the area of English Language Development.</p> <p>Local and state assessments will be used to assess the progress of the plan and its impact on student achievement.</p> <p>Anticipated growth by students is 2% each academic year as indicated by their overall performance score on California English Language Test.</p> <p>Data will be provided in January of each year when California English Development Test results are produced by the State.</p> <p>Estimated cost of plan development, data analysis and production of information to stakeholders.</p>	LEA-wide	<p>___ Low Income ✓English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify)_____</p>	<p>Est.Cost: \$20,000</p> <p>Funding Source(s): Supp/Conc: 15,000</p> <p>Title III: 5,000</p>

<p>Identify the need for in class instructional support.</p> <p>Anticipated need of Credential or Classified Personnel ; time equivalent of 20-30 hours per week per identified position.</p> <p>Impact of instructional support will be measured by identified local assessment, anticipated growth is 2% for areas support is being provided.</p> <p>Estimated costs of positions, salary &amp; benefits.</p>	LEA-wide	<p>✓ All</p>	<p>Est.Cost: \$75,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 75,000</p>
<p>Year two of implementation; the TK-3 and 4-6 Reading Specialist will provide statistical data on both the core and intervention programs for continued refinement of programs.</p> <p>Data will be provided to the staff and administration, to use in the process of collaborative decisions regarding curriculum.</p> <p>Reading Specialist will assist with the review of materials for the Language Arts adoption.</p> <p>Estimated costs of positions (2) at the district average salary &amp; benefits.</p>	Elementary	<p>✓All</p>	<p>Est.Cost: \$134,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 112,000</p> <p>Title I: 22,000</p>
<p>Write Tools Curriculum and Professional Development; Implementation of the strategies K-12.</p> <p>Increase use of writing strategies across the curriculum with a focus on Common Core State Standards.</p> <p>Use of rubrics to assess student samples in Trimester/Semester 1, 2016/17.</p> <p>Estimated costs of professional development for teachers.</p>	LEA-wide	<p>✓All</p>	<p>Est.Cost: \$57,000</p> <p>Funding Source(s):</p> <p>Title I: 5,700</p> <p>Supp/Conc: 51,300</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p>The District will refine plan for Professional Development of Common Core State Standards with input from staff.</p> <p>Employ Highly Qualified Teachers, 95%.</p> <p>Probationary I and II teachers will clear their credential.</p> <p>Observations/Walkthroughs will be completed by Administration for evidence of practices, logs will be turned in to the Superintendent.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Probationary I and II teachers will all participate in the Tri County BTSA program to clear their credential as required by the State.</p> <p>All Probationary II employees will clear their credential.</p> <p>Estimated costs for district contribution to program.</p>	LEA-wide	√All	<p>Est.Cost: \$12,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 12,000</p>
<p>All teachers will have access to Common Core curriculum, through the adoption process. Professional Development and support will be provided to all teachers.</p> <p>Topic identified by staff in the previous year will remain the focus in 2017/18.</p> <p>Adoption of Language Arts Curriculum in the 2017/18 school year for use in 2018/19.</p> <p>Estimated cost of curriculum and professional development.</p>	LEA-wide	√All	<p>Est.Cost: \$200,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 200,000</p>
<p>District Staff Advisory Committee; comprised of certificated and classified employees.</p> <p>The group will provide input to district on professional development and the LCAP.</p> <p>Estimated cost of materials and snacks for the year.</p>	LEA-wide	√All	<p>Est.Cost: \$5,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 5,000</p>



<p>Second year of implementation of Early release days for certificated and classified staff explore.</p> <p>Early release days would be an additional cost for the district, approximate funding needed to provide this level of support throughout the district.</p> <p>Estimated Cost is the cost per day for certificated staff x # of days agreed upon through the negotiation process.</p>	LEA-wide	<p>✓All</p>	<p>Est.Cost: \$120,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 120,000</p>
<p>Continue ELD instructional support for teachers and students in grade spans K-6 and 7-12.</p> <p>Interventions will be provided to students based on need.</p> <p>Local criteria and baseline established in 2014/15.</p> <p>2 Full Time (FTE) certificated positions.</p> <p>Estimated costs of positions (2) at the district average salary &amp; benefits.</p>	LEA-wide	<p>___ Low Income ✓English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify)_____</p>	<p>Est.Cost: \$134,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 134,000</p>
<p>Local and state assessments will be used to assess the progress of the ELD plan and its impact on student achievement.</p> <p>Anticipated growth by students is 3% in the Overall Performance score each academic year as indicated by CELDT.</p> <p>Data will be provided in January of each year when California English Development Test results are produced by the State.</p> <p>Estimated cost of plan development, data analysis and production of information to stakeholders.</p>	LEA-wide	<p>___ Low Income ✓English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify)_____</p>	<p>Est.Cost: \$20,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 15,000</p> <p>Title III: 5,000</p>

<p>Identify the need for in class instructional support.</p> <p>Anticipated need of Credential or Classified Personnel ; time equivalent of 20-30 hours per week per identified position.</p> <p>Impact of instructional support will be measured by identified local assessment, anticipated growth is 4% for the content areas in which support is being provided.</p> <p>Estimated cost for position/s, salary &amp; benefits.</p>	Elementary	<p>✓All</p>	<p>Est.Cost: \$75,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 75,000</p>
<p>Year three of implementation; the TK-3 and 4-6 Reading Specialist will provide statistical data on both the core and intervention programs for continued refinement of programs.</p> <p>Data will be provided to the staff and administration, to use in the process of collaborative decisions regarding curriculum.</p> <p>Reading Specialist will assist with the implementation and support of the newly adopted Language Arts materials.</p> <p>Estimated costs of positions (2) at the district average salary &amp; benefits.</p>	Elementary	<p>✓All</p>	<p>Est.Cost: \$134,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 112,000</p> <p>Title I: 22,000</p>
<p>Write Tools; Implementation of the strategies K-12. Increase use of writing strategies across the curriculum with a focus on Common Core State Standards.</p> <p>Use of rubrics to assess student samples in Trimester 2 and 3 Semester 2,2017/18. Modification of rubric for full use in 2018/19.</p> <p>Estimated costs of professional development for teachers.</p>	LEA-wide	<p>✓All</p>	<p>Est.Cost: \$57,000</p> <p>Funding Source(s):</p> <p>Title I: 5,700</p> <p>Supp/Conc: 51,300</p>

GOAL:	Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. <b>(1b) Master schedule and access to courses that support college and career readiness.</b>			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<b>Identified Need:</b> Number of students graduating with the appropriate 21st Century Skills to be successful in a college or career path. <b>Metric:</b> AP Passing Rate, Dropout Rate, CAHSEE Scores, Student Survey, A-G Completion Rate			
Goal Applies to:	Schools:	High School, Jr/Sr High		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	Student requests for courses will be reflected in the master schedule (55%) Passing rate on Advance Placement tests will increase by 3%. Increase A-G completion rate by 5%. CAHSEE scores, increase by 5%. Decrease dropout rate by 5%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the number of A-G courses offered in the Master Schedule. Add one course per academic year based on student surveys/request.  Estimated cost is the equivalent of one prep period buy out.		High School	<input checked="" type="checkbox"/> All  	Est.Cost: \$11,500 Funding Source(s): Supp/Conc: 11,500
Block schedule; Implementation of schedule to support extended learning time.  Estimated cost of prep period buyout; beyond contractual student-teacher time.		Jr/Sr High	<input checked="" type="checkbox"/> All  	Est.Cost: \$35,000 Funding Source(s): Supp/Conc: 35,000
Collaboration with Woodland Community College to offer Dual Enrollment courses on campus.		High School	<input checked="" type="checkbox"/> All  	Est.Cost: \$0 Funding Source(s): Base: 0

<p>Identify targeted intervention programs to address student's specific instructional needs.</p> <p>Estimated cost of online program or salary &amp; benefits for instructor.</p>	Jr/Sr High	<p>✓All</p>	<p>Est.Cost: \$50,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 50,000</p>
<p>Identify the need for additional Language Arts support in the form of a Lab class.</p> <p>Hire 1 Certificated FTE or 1 FTE Classified position to provide direct student support.</p> <p>Estimated cost of salary &amp; benefits.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$67,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 67,000</p>
<p>Students will be surveyed each year.</p> <p>Student interests are used to develop the master schedule, identify new course areas.</p> <p>Estimated cost is the ppercentage of counseling time (10%) to develop schedule.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$7,000</p> <p>Funding Source(s):</p> <p>Base: 7,000</p>
<p>Identify the need for additional Math Support (Algebra I) and possible other subjects.</p> <p>Student performance indicators in the subject areas will be used for the formulation of support classes.</p> <p>Hire 1 Certificated FTE or 1 FTE Classified position to provide direct student support.</p> <p>Estimated cost of salary &amp; benefits.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$67,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 67,000</p>
<p>District (40%)to fund for ROP/CTE pathways in grades 9-12.</p> <p>State will discontinue funding for the program in the 2017/18 school year.</p> <p>Estimated cost of 40% of current funding from the state.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$45,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 45,000</p>

Sac State Summer Academy for High School Students.		High School	✓All	Est.Cost: \$16,500 Funding Source(s): Supp/Conc: 16,500
Summer courses will be offered to students with a 3.0 grade point average, as an enrichment opportunity. Student courses will be based on student preference.				
Estimated cost is registration and transportation.				
Identify need for additional Spanish position for the 15/16 school year to increase the number of students able to access Spanish as a Foreign Language.		High School	✓All	Est.Cost: \$67,000 Funding Source(s): Supp/Conc: 67,000
Survey students for interest in other Foreign Languages, identify sources for instruction.				
Estimated cost of district average for salary & benefits.				
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Student requests for courses will be reflected in the master schedule (55%) Passing rate on Advance Placement tests will increase by 3%. Increase A-G completion rate by 5%. CAHSEE scores, increase by 5%. Decrease dropout rate by 5%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Increase the number of A-G courses offered in the Master Schedule.  Add second section per academic year based on student survey/request.  Estimated cost is the equivalent of two prep period buy outs.	High School	✓All		Est.Cost: \$23,000 Funding Source(s): Supp/Conc: 23,000

<p>Collaboration with Woodland Community College to offer Dual Enrollment courses on campus.</p> <p>Estimated cost is based on one period of instruction, plus prep time for the year.</p>	High School	√All	Est.Cost: \$20,000
	Jr/Sr High		Funding Source(s): Supp/Conc: 20,000
<p>Identify targeted intervention programs to address student's specific instructional needs.</p> <p>Hire 1 Certificated FTE or 1 FTE Classified position to provide direct student support.</p> <p>Estimated cost of salary &amp; benefits.</p>		√All	Est.Cost: \$50,000 Funding Source(s): Base: 50,000
<p>Identify the need for additional Language Arts support in the form of a Lab class.</p> <p>Hire 1 Certificated FTE or 1 FTE Classified position to provide direct student support.</p> <p>Estimated cost of salary &amp; benefits.</p>	High School	√All	Est.Cost: \$67,000
			Funding Source(s): Supp/Conc: 67,000
<p>Students will be surveyed each year. Student interests are used to develop the master schedule, identify new course areas.</p> <p>Estimated cost is percentage of counseling time (10%) to develop schedule.</p>	High School	√All	Est.Cost: \$7,000
			Funding Source(s): Base: 7,000

<p>Identify the need for additional Math Support (Algebra I) and possible other subjects.</p> <p>Student performance indicators in the subject areas will be used for the formulation of support classes.</p> <p>Hire 1 Certificated FTE or 1 FTE Classified position to provide direct student support.</p> <p>Estimated costs of salary &amp; benefits.</p>	High School	✓All	<p>Est.Cost: \$67,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 67,000</p>
<p>District to fund (60%) for ROP/CTE pathways in grades 9-12.</p> <p>State will discontinue funding for the program in the 2017/18 school year.</p>	High School	✓All	<p>Est.Cost: \$69,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 69,000</p>
<p>Sac State Summer Academy for High School Students. Summer courses will be offered to students with a 3.0 grade point average, as an enrichment opportunity.</p> <p>Student courses will be based on student preference.</p> <p>Student participation will increase over 5% over year one.</p> <p>Estimated cost for registration and transportation.</p>	High School	✓All	<p>Est.Cost: \$18,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 18,000</p>

Hire 1 FTE Foreign Language position for the 16/17 school year.		High School	✓All	Est.Cost: \$67,000 Funding Source(s): Supp/Conc: 67,000
Increase the number of students able to access languages other than Spanish.				
Estimated cost of salary & benefits.				
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Student requests for courses will be reflected in the master schedule (55%) Passing rate on Advance Placement tests will increase by 3%. Increase A-G completion rate by 5%. CAHSEE scores, increase by 5%. Decrease dropout rate by 5%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the number of A-G courses offered in the Master Schedule.		High School	✓All	Est.Cost: \$34,500 Funding Source(s): Supp/Conc: 34,500
Add third course per academic year based on student based survey/request.				
Estimated cost of three prep period buy outs.				
Collaboration with Woodland Community College to offer Dual Enrollment courses on campus.		High School	✓All	Est.Cost: \$50,000 Funding Source(s): Base: 50,000
Estimated cost is based on one period of instruction, plus prep time for the year.				



<p>Enroll identified students in additional Language Arts support class.</p> <p>Student progress will be assessed by comparison to the baseline data from 2014/15, 2015/16.</p> <p>Estimated cost of salary &amp; benefits for position.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$67,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 67,000</p>
<p>Students will be surveyed each year. Student interests are used to develop the master schedule, identify new course areas.</p> <p>Estimated cost for percentage of counseling time (10%) to develop schedule.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$7,000</p> <p>Funding Source(s):</p> <p>Base: 7,000</p>
<p>Enroll students in additional Math support classes. Identified courses are; Algebra I and other identified areas.</p> <p>Student performance will increase by 4% in the identified content areas.</p> <p>Estimated cost is salary &amp; benefits.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$67,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 67,000</p>
<p>District to fund (100%) for Career Technical Pathways in grades 9-12.</p> <p>State will discontinue funding for the program in the 2017/18 school year.</p> <p>Estimated cost is based on current state funding.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$115,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 115,000</p>
<p>Sac State Summer Academy for High School Students; Summer courses are based on student preference.</p> <p>Increase number of students participating in academy by 10% over year two.</p> <p>Estimated cost of rregistration and transportation.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$16,500</p> <p>Funding Source(s):</p> <p>Supp/Conc: 16,500</p>

Survey students for interest in other areas of study. If an identified area of interest indicates a need to add a course area to the Master Schedule.  An instructor will be hired; 50% or 1 FTE Certificated.  Estimated cost of salary & benefits.		High School	✓All  	Est.Cost: \$67,000 Funding Source(s): Supp/Conc: 67,000
GOAL:	Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. <b>(1c) Improve literacy for all students in grades TK-12. Increase the number of students ready to access grade level reading curriculum.</b>		Related State and/or Local Priorities: 1 ✓2 ✓3__ 4 ✓5 ✓6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<u>Identified Need:</u> TK-12 Literacy rates to exceed the state average. <u>Metric:</u> Curriculum, Implementation, Local Test			
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	Ongoing assessment of the Language Arts curriculum. Student performance is measured by program benchmarks and other local assessments. Anticipated student growth is 4%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All 7th and 8th grade students will be enrolled in a Language Arts class with a lab to decrease the number of students in academic recovery at the conclusion of each semester.  Alignment of curriculum.  Baseline data will be established in 2014/15.  Estimated cost are associated with instruction, salary & benefits for teachers.		Jr/Sr High	✓All  	Est.Cost: \$224,000 Funding Source(s): Other: 224,000

<p>Identify in/after school interventions to increase student achievement in the area of reading.</p> <p>Identify staffing needs for interventions, targeted instruction area and time.</p> <p>Estimated cost is staffing and program needs.</p>	Elementary	✓All	<p>Est.Cost: \$40,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: \$40,000</p>
<p>Increase the number of Advance Placement course offerings by one section for 2015/16.</p> <p>Estimated cost is based on teacher salary &amp; benefits.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$60,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 5,000</p> <p>Base: 55,000</p>
<p>Increase the number of students passing the AP exam with 3 or higher.</p> <p>Establish a baseline in 2015/16. Scores will reported out through the Annual Update.</p>	High School	<p>✓All</p>	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>
<p>7th-12th grade student with a CELDT score of 1-3 will be enrolled in an ELD Language and ELD Writing course to further support their acquisition of the English Language.</p> <p>Student growth measured by state assessment, CELDT. Each student score will grow by 5% each year on the overall score.</p> <p>Estimated cost of instruction, teacher salary &amp; benefits.</p>	Jr/Sr High	<p>___ Low Income ✓English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify) _____</p>	<p>Est.Cost: \$150,000</p> <p>Funding Source(s):</p> <p>Base: 100,000</p> <p>Other: 50,000</p>
<p>Increase students access to book collections of expository texts with high student interest with a focus on Common Core State Standards, Grades 2-6.</p> <p>Estimated cost of materials.</p>	Elementary	<p>✓All</p>	<p>Est.Cost: \$6,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 6,000</p>

<p>Ongoing assessment of the program and impact on reading readiness and ability to access grade level content area.</p> <p>Use of local assessments, baseline established in 2015/16.</p> <p>Data will be reported out through the Annual Update.</p> <p>No cost associated with action/services.</p>	Elementary	✓All	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>
<p>Ongoing assessment of the SIPPS program and impact on reading readiness and ability to access grade level content area.</p> <p>Use of SIPPS data, baseline established in 2014/15.</p> <p>Increase of 4%, students make progress to the next level of instruction. Students pass level exam with 80% or greater.</p> <p>No cost associated with action/services.</p>	Elementary	✓All	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>
<p>Design assessments to address Common Core State Standards and grade level readiness.</p> <p>Use assessments to establish a baseline for data in the 2016/17 school year.</p> <p>No cost associated with action/services.</p>	Elementary	✓All	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>
<p>Assess and determine the need for an increase in instructional minutes in Transitional Kindergarten and Kindergarten.</p> <p>Program will be assessed by teachers, administration and support staff. Information will be provided through the Annual Update process.</p> <p>Estimated costs are associated with materials and collaboration time.</p>	Elementary	✓All	<p>Est.Cost: \$5,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 5,000</p> <p>Base: 0</p>

Use of outside consultants, release time for teachers, conference, site visits and collaboration to assess the needs of current Transitional Kindergarten and Kindergarten students.  Determine need for increased instructional minutes in the 2016/17 school year.  Estimated costs are associated with the cost of training, release time for teachers, and substitutes.	Elementary	✓All	Est.Cost: \$25,000 Funding Source(s): Supp/Conc: 25,000
Systematic instruction in phonics and phonemic awareness (SIPPS), to increase the number of students able to access grade level curriculum.  Cost of program delivery, Para-educators, Year Two.	Elementary	✓All	Est.Cost: \$160,000 Funding Source(s): Supp/Conc: 160,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Ongoing assessment of the Language Arts curriculum. Student performance is measured by program benchmarks and other local assessments. Anticipated student growth is 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All 7th and 8th grade students will be enrolled in a Language Arts class with a lab to decrease the number of students in academic recovery. Increase the number of students passing both courses each semester by 5%.  Alignment of curriculum.  Comparison of baseline data that was established in 2015/16.  Estimated cost are associated with instruction, salary & benefits.	Jr/Sir High	✓All	Est.Cost: \$224,000 Funding Source(s): Other: 224,000

<p>Implement in/after school interventions to increase student achievement in the area of reading.</p> <p>Hire staffing needs for interventions, targeted instruction area and time.</p> <p>Estimated cost is staffing and program needs.</p>	Elementary	<div>✓All</div>	<p>Est.Cost: \$40,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: \$40,000</p>
<p>Increase the number of Advance Placement course offerings by one section for 2016/17.</p> <p>Estimated cost is related to the increase of course offerings.</p>	High School	<div>✓All</div>	<p>Est.Cost: \$61,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 6,000</p> <p>Base: 55,000</p>
<p>Increase the number of students passing the AP exam with 3 or higher.</p> <p>Compare scores to baseline from 2015/16. Anticipated growth is 3% over the previous year.</p> <p>Scores will reported out through the Annual Update.</p>	High School	<div>✓All</div>	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>
<p>7th-12th grade student with a CELDT score of 1-3 will be enrolled in an ELD Language and ELD Writing course to further support their acquisition of the English Language.</p> <p>Student growth measured by state assessment, CELDT. Each student score will grow by 5% each year on the overall score.</p> <p>Estimated cost of instruction, teacher salary &amp; benefits.</p>	Jr/Sir High	<div> <div> <div>___ Low Income</div> <div>✓English Learners</div> <div>___ Foster Youth</div> <div>___ Redesignated fluent English proficient</div> <div>___ Other Subgroups:(Specify)_____</div> </div> </div>	<p>Est.Cost: \$150,000</p> <p>Funding Source(s):</p> <p>Base: 100,000</p> <p>Other: 50,000</p>
<p>Increase students access to book collections of expository texts with high student interest with a focus on Common Core State Standards, Grades K-1.</p> <p>Estimated cost is for materials.</p>	Elementary	<div>✓All</div>	<p>Est.Cost: \$6,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 6,000</p>

<p>Ongoing assessment of the program and impact on reading readiness and ability to access grade level content area.</p> <p>Each grade level will have established a local assessment the previous year. Anticipated student growth is 4% for each grade level on the identified local assessments.</p> <p>No cost associated with action/services.</p>	Elementary	✓All	Est.Cost: \$0 Funding Source(s):
<p>Ongoing assessment of the SIPPS program and impact on reading readiness and ability to access grade level content area.</p> <p>Use of SIPPS data, baseline established in 2014/15.</p> <p>Increase of 6%, students make progress to the next level of instruction. Students pass level exam with 80% or greater.</p> <p>No cost associated with action/services.</p>	Elementary	✓All	Est.Cost: \$0 Funding Source(s):
<p>Refine assessments to address Common Core State Standards and grade level readiness. Achieve 60% alignment.</p> <p>Increase in student performance over baseline, by 2%.</p> <p>No cost associated with action/services.</p>	Elementary	✓All	Est.Cost: \$0 Funding Source(s):
<p>Implementation of program identified to meet student needs in Transitional Kindergarten and Kindergarten.</p> <p>Increase the number of students (by 5%) entering 1st grade reading or ready to read as identified by local assessments.</p> <p>Estimated cost is salary &amp; benefits to produce an extended program.</p>	Elementary	✓All	Est.Cost: \$750,000 Funding Source(s): Supp/Conc: 500,000 Base: 250,000

Use of outside consultants, release time for teachers, conference, site visits and collaboration to assess the needs of current  Transitional Kindergarten and Kindergarten students for increased student achievement in instructional programs.  Targeted programs are Transitional Kindergarten and Kindergarten.  Estimated costs are associated with the cost of training, release time for teachers, and substitutes.	Elementary	✓All	Est.Cost: \$25,000 Funding Source(s): Supp/Conc: 25,000
Systematic instruction in phonics and phonemic awareness (SIPPS), to increase the number of students able to access grade level curriculum.  Cost of program delivery, Para-educators, Year Three.	Elementary	✓All	Est.Cost: \$160,000 Funding Source(s): Supp/Conc: 160,000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Ongoing assessment of the Language Arts curriculum. Student performance is measured by program benchmarks and other local assessments. Anticipated student growth is 6%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All 7th and 8th grade students will be enrolled in a Language Arts class with a lab to decrease the number of students in academic recovery.  Increase the number of students passing both courses each semester by 7%.  Alignment of curriculum.  Comparison of baseline data that was established in 2015/16.  Estimated cost are associated with instruction, salary & benefits.	Jr/Sr High	✓All	Est.Cost: \$224,000 Funding Source(s): Other: 224,000



<p>Implement in/after school interventions to increase student achievement in the area of reading.</p> <p>Hire staffing needs for interventions, targeted instruction area and time.</p> <p>Estimated cost is staffing and program needs.</p>	Elementary	<div>✓All</div>	<p>Est.Cost: \$40,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: \$40,000</p>
<p>Increase the number of Advance Placement course offerings by one section for 2017/18.</p> <p>Estimated cost is related to the increase of course offerings.</p>	High School	<div>✓All</div>	<p>Est.Cost: \$75,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 20,000</p> <p>Base: 55,000</p>
<p>Increase the number of students passing the AP exam with 3 or higher.</p> <p>Compare scores to baseline from 2015/16. Anticipated growth is 4% over the previous year.</p> <p>Scores will reported out through the Annual Update.</p> <p>No cost associated with action/services.</p>	High School	<div>✓All</div>	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>
<p>7th-12th grade student with a CELDT score of 1-3 will be enrolled in an ELD Language and ELD Writing course to further support their acquisition of the English Language.</p> <p>Student growth measured by state assessment, CELDT. Each student score will grow by 5% each year on the overall score.</p> <p>Estimated cost of instruction, teacher salary &amp; benefits.</p>	Jr/Sr High	<div> <p>___ Low Income ✓English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify)_____</p> </div>	<p>Est.Cost: \$150,000</p> <p>Funding Source(s):</p> <p>Base: 100,000</p> <p>Other: 50,000</p>

<p>Increase students access to book collections of expository texts with high student interest with a focus on Common Core State Standards, Grades 7-12.</p> <p>Estimated costs of materials.</p>	Elementary	✓All	<p>Est.Cost: \$6,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 6,000</p>
<p>Ongoing assessment of the program and impact on reading readiness and ability to access grade level content area. %.</p> <p>Each grade level will have established a local assessment the previous year. Anticipated student growth is 6% for each grade level on the identified local assessments.</p> <p>No cost associated with action/services.</p>	Elementary	✓All	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>
<p>Ongoing assessment of the SIPPS program and impact on reading readiness and ability to access grade level content area.</p> <p>Use of SIPPS data, baseline established in 2014/15.</p> <p>Increase of 8%, students make progress to the next level of instruction. Students pass level exam with 80% or greater.</p> <p>No cost associated with action/services.</p>	Elementary	✓All	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>
<p>Refinement of assessments to address Common Core State Standards and grade level readiness. Achieved alignment at 90%.</p> <p>Refine report card if needed to encompass student performance growth.</p> <p>Student performance to increase by 5% over baseline from 2015/16.</p> <p>No cost associated with action/service.</p>	Elementary	✓All	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>

<p>Year Two of implementation of program identified to meet student needs in Transitional Kindergarten and Kindergarten.</p> <p>Increase the number of students (by 5%) entering 1st grade reading or ready to read as identified by local assessments.</p> <p>Estimated cost is salary &amp; benefits to produce an extended program.</p>	Elementary	<p>✓All</p>	<p>Est.Cost: \$750,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 50,000</p> <p>Base: 250,000</p>
<p>Use of outside consultants, release time for teachers, conference, site visits and collaboration to assess the needs of current Transitional Kindergarten and Kindergarten students for increased student achievement in instructional programs.</p> <p>Targeted programs are 1<sup>st</sup>- 3<sup>rd</sup>.</p> <p>Estimated costs are associated with the cost of training, release time for teachers, and substitutes.</p>	Elementary	<p>✓All</p>	<p>Est.Cost: \$25,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 25,000</p>
<p>Systematic instruction in phonics and phonemic awareness, to increase the number of students able to access grade level curriculum.</p> <p>Cost of program delivery, Para-educators, Year Four.</p>	Elementary	<p>✓All</p>	<p>Est.Cost: \$160,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 160,000</p>

GOAL:	Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. <b>(1d) Improve School Readiness.</b>			Related State and/or Local Priorities: 1 ✓ 2__ 3 ✓ 4 ✓ 5 ✓ 6__ 7__ 8 ✓ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<b>Identified Need:</b> Increase the number of students entering Transitional Kindergarten and Kindergarten grade level ready as determined by the registration tool. <b>Metric:</b> Curriculum, Implementation of Common Core Standards , Other, Parent Engagement Events, Training			
Goal Applies to:	Schools:	Elementary		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	Parent Information Meetings regarding needs of students, Common Core. Parent Nights to need identified needs of parents. Registration Tool			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Collaboration with county programs; State Preschool and Head Start to increase the number of students prepared to start Kindergarten each fall.  Three days of collaboration to discuss alignment and student needs upon entering Kindergarten; refinement of the screening exam.  Estimated cost associated with the collaboration time.	Elementary	✓All	Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000	
Parent Nights will be provided each trimester in grade TK-6.  Topics will be centered around items that improve attendance, and student performance.  Estimated cost materials, daycare and food for the meetings.	Elementary	✓All	Est.Cost: \$2,000 Funding Source(s): Supp/Conc: 2,000	
Refine the Registration tool for incoming Transitional	Elementary	✓All	Est.Cost: \$0	

Kindergarten and Kindergarten.				Funding Source(s):
Produce new tool to be used in the 2016/17, Transitional Kindergarten and Kindergarten round up.				
No cost associated with action/services.				
Provide parent information meetings for incoming Transitional Kindergarten and Kindergarten students in the Spring.	Elementary	✓All		Est.Cost: \$2,000
				Funding Source(s): Supp/Conc: 2,000
Estimated cost of materials, dinner and childcare will be provided to the families.				
Assess the need for Transitional Kindergarten program for 4 year olds not enrolled in Head Start or Preschool.	Elementary	✓All		Est.Cost: \$5,000
				Funding Source(s): Supp/Conc: 5,000
Establish baseline with current Transitional Kindergarten students and their preparedness for Kindergarten.				
Estimated costs of meetings, materials and supplies.				
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Parent Information Meetings regarding needs of students. Parent Nights to need identified needs of parents. Registration Process Registration Tool			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Collaboration with county programs; State Preschool and Head Start to increase the number of students prepared to start Kindergarten each fall.	Elementary	✓All		Est.Cost: \$5,000
				Funding Source(s): Supp/Conc: 5,000
Three days of collaboration to discuss alignment and student needs upon entering Kindergarten.				
Increase of 2% of students passing the screening exam with a proficient score.				
Estimated cost associated with the collaboration time.				

<p>Parent Nights will be provided each trimester for parents in grades TK-6.</p> <p>Topics will be centered around items that improve attendance, and student performance.</p> <p>Increase participation 10% from the previous year.</p> <p>Estimated cost materials, daycare and food for the meetings</p>	Elementary	✓All	<p>Est.Cost: \$2,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 2,000</p>
<p>New registration tool to be used in the 2016/17, Transitional Kindergarten and Kindergarten round up.</p> <p>Increase the number of students whose incoming abilities are accurately reflected in the registration tool. Baseline to be established in 2016/17.</p> <p>No cost associated with action/service.</p>	Elementary	✓All	<p>Est.Cost: \$0</p> <p>Funding Source(s):</p>
<p>Provide parent information meetings for incoming Transitional Kindergarten and Kindergarten students in the Spring.</p> <p>Increase participation from the previous year by 5%.</p> <p>Estimated cost of materials, dinner and childcare</p>	Elementary	✓All	<p>Est.Cost: \$2,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 2,000</p>
<p>Enroll 4 year olds not serviced in Head Start or State Preschool in District's Two Year Kindergarten program.</p> <p>Approximate enrollment is 50 students. Hire teacher to meet student enrollment.</p> <p>District to fund the program at the equivalent rate of state ADA (Average Daily Attendance), cost of teachers and support staff.</p>	Elementary	✓All	<p>Est.Cost: \$600,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 600,000</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Parent Information Meetings regarding needs of students. Parent Nights to need identified needs of parents. Registration Process Registration Tool		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Collaboration with county programs; State Preschool and Head Start to increase the number of students prepared to start Kindergarten each fall.</p> <p>Three days of collaboration to discuss alignment and student needs upon entering Kindergarten.</p> <p>Increase of 3% in the number of students passing the screening exam with a proficient score.</p> <p>Estimated cost associated with the collaboration time.</p>	Elementary	√All	Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000
<p>Parent Nights will be provided each trimester at TK-6. Topics will be centered around items that improve attendance, and student performance.</p> <p>Increase participation 10% from the previous year.</p> <p>Estimated cost materials, daycare and food for the meetings</p>	Elementary	√All	Est.Cost: \$2,000 Funding Source(s): Supp/Conc: 2,000
<p>New registration tool to be used in the 2016/17, Transitional Kindergarten and Kindergarten round up.</p> <p>Increase number of students (by 5%) whose incoming abilities are accurately reflected in the registration tool. Baseline to be established in 2016/17.</p> <p>No cost associated with action/service.</p>	Elementary	√All	Est.Cost: \$0 Funding Source(s):

Provide parent information meetings for incoming Transitional Kindergarten and Kindergarten students in the Spring.  Increase participation from the previous year by 10%.  Estimated cost of materials, dinner and childcare.	Elementary	✓All  	Est.Cost: \$2,000 Funding Source(s): Supp/Conc: 2,000
4 year olds not serviced in Head Start or State Preschool in District's Two Year Kindergarten program.  Approximate enrollment is 50 students. Employed teacher/s to meet student enrollment.  District to fund the program at the equivalent rate of state ADA (Average Daily Attendance), cost of teachers and support staff.	Elementary	✓All  	Est.Cost: \$600,000 Funding Source(s): Supp/Conc: 600,000
GOAL:	Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. <b>(1e) Improve and refine the Re-designation process for English Language learners.</b>		Related State and/or Local Priorities: 1 ✓ 2__ 3__ 4 ✓ 5__ 6__ 7__ 8 ✓ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<b>Identified Need:</b> Meet Annual Measurable Achievement Objective established by the State. <b>Metric:</b> EL Reclassification Rate ( Increase reclassification rate by 5% in each category) , California State Tests ( CELDT ) , Other ( AMAO Data)		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	English Learner Plan ELD Pacing Guide Re-designation Process District Plan for Accountability Tracking		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students identified as English Learners; will take the California	LEA-wide	✓All	Est.Cost: \$10,000



<p>English Language Development Test each year.</p> <p>Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective 1.</p> <p>Anticipated growth is 2% each year for the District and individual sites.</p> <p>Estimated costs are associated with the management of data.</p>			<p>Funding Source(s): Title III: 10,000</p>
<p>Students identified as English Learners; will take the California English Language Development Test each year.</p> <p>Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, more than 5 years.</p> <p>Anticipated growth is 2% each year for the District and individual sites.</p> <p>Estimated costs are associated with the management of data.</p>	Jr/Sr High	<p>___ Low Income <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Est.Cost: \$2,000 Funding Source(s): Supp/Conc: 2,000</p>
<p>Students identified as English Learners; will take the California English Language Development Test each year.</p> <p>Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, less than 5 years.</p> <p>Anticipated growth is 2% each year for the District and individual sites.</p> <p>Estimated costs are associated with the management of data.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p>	<p>Est.Cost: \$2,000 Funding Source(s): Supp/Conc: 2,000</p>
<p>Update English Language Master Plan to re-designate students in</p>	LEA-wide		<p>Est.Cost: \$5,000</p>

grades 3rd-12th grade.		<input type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source(s): Supp/Conc: 5,000
Estimated costs associated with the time spent to refine the plan.			
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	English Learner Plan ELD Pacing Guide Re-designation Process District Plan for Accountability Tracking		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Students identified as English Learners; will take the California English Language Development Test each year.  Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective 1.  Anticipated growth is 2% each year for the District and individual sites.  Estimated costs are associated with the management of data.	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$10,000 Funding Source(s): Title III: 10,000
Students identified as English Learners; will take the California English Language Development Test each year.  Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, more than 5 years.  Anticipated growth is 2% each year for the District and individual sites.  Estimated costs are associated with the management of data.	Jr/Sr High	<input type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Est.Cost: \$2,000 Funding Source(s): Supp/Conc: 2,000

Students identified as English Learners; will take the California English Language Development Test each year.  Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, less than 5 years.  Anticipated growth is 2% each year for the District and individual sites.  Estimated costs are associated with the management of data		LEA-wide	✓All	Est.Cost: \$2,000 Funding Source(s): Supp/Conc: 2,000
English Language Master Plan will be used to re-designate students in grades 3rd-12th grade.  Re-designate 10% of English Learners.  Estimated costs are associated with management of student data.		LEA-wide		Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000
			<input type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	English Learner Plan ELD Pacing Guide Re-designation Process District Plan for Accountability Tracking			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students identified as English Learners; will take the California English Language Development Test each year.  Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective 1.  Anticipated growth is 2% each year for the District and individual sites.  Estimated costs are associated with the management of data.		LEA-wide	✓All	Est.Cost: \$10,000 Funding Source(s): Title III: 10,000
		Jr/Sr High		Est.Cost: \$2,000

<p>Students identified as English Learners; will take the California English Language Development Test each year.</p> <p>Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, more than 5 years.</p> <p>Anticipated growth is 6 % each year for the District and individual sites.</p> <p>Estimated costs are associated with the management of data.</p>		<p><input type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source(s): Supp/Conc: 2,000</p>
<p>Students identified as English Learners; will take the California English Language Development Test each year.</p> <p>Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, less than 5 years.</p> <p>Anticipated growth is 2% each year for the District and individual sites.</p> <p>Estimated costs are associated with the management of data</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p>	<p>Est.Cost: \$2,000</p> <p>Funding Source(s): Supp/Conc: 2,000</p>
<p>Data from updated English Language Master Plan used to re-designate students in grades 3rd-12th grade.</p> <p>Anticipate a 13% increase into the number of students re-designated in the District.</p> <p>Estimated cost associated with management of student data.</p>	LEA-wide	<p><input type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Est.Cost: \$5,000</p> <p>Funding Source(s): Supp/Conc: 5,000</p>

GOAL:	Goal Area 2: Students will thrive in their positive environment that includes a well maintained site, classroom settings that foster engagement and collaboration, and have the resources to support their emotional state.- <b>(2a) Improve School Climate by increasing student achievement with clear articulation of student behaviors.</b>			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<b>Identified Need:</b> Student Behaviors <b>Metric:</b> School Attendance Rates , Suspension Rate, Expulsion Rate , Other , Parent Climate Survey, Training			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	Increase of 2% Student Attendance Rate. Decrease of 2% in Suspension Rate. Decrease of 2% in Expulsion Rate. Increase number of parents completing Parent Climate Survey by 5%. Year One of Implementation, Teach Like a Champion all classified and certificates staff are trained in program.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recognition of classified and certificated staff on a yearly basis in WUSD Board Meetings and at District event.  Estimated cost of materials/supplies, time on event.		LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$2,000 Funding Source(s): Base: 2,000
Hire Music Instructor for grades K-5.  Estimated cost for salary & benefits.		Elementary	<input checked="" type="checkbox"/> All	Est.Cost: \$67,000 Funding Source(s): Supp/Conc: 67,000
Secure a Prep period buyout from a secondary instructor for 6th grade Band.  Estimated cost for prep period buy out.		Elementary	<input checked="" type="checkbox"/> All	Est.Cost: \$7,800 Funding Source(s): Supp/Conc: 7,800

Hire PE teacher for grade K-5.	LEA-wide	✓All	Est.Cost: \$67,000 Funding Source(s): Supp/Conc: 67,000
Estimated cost for salary & benefits.			
Secure a Prep Period buyout from Secondary Instructor for 6th PE.	Elementary	✓All	Est.Cost: \$11,500 Funding Source(s): Supp/Conc: 11,500
Estimated cost for prep period buy out.			
Year One of behavioral program implementation, Teach Like a Champion.	LEA-wide	✓All	Est.Cost: \$8,500 Funding Source(s): Supp/Conc: 8,500
Train all certificated and classified staff. Certificated and Classified staff will employ strategies with students to increase awareness of academic and behavior expectations.			
Establish baseline data for comparison in year two.			
Estimated costs are associated with the cost of training for all staff.			
Maintain and update computers, LCD, WIFI, DOC cameras in alignment with District Technology plan.	LEA-wide	✓All	Est.Cost: \$50,000 Funding Source(s): Base: 50,000
Estimated cost to purchase and maintain technology.			
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase of 2% Student Attendance Rate. Decrease of 2% in Suspension Rate. Decrease of 2% in Expulsion Rate. Increase number of parents completing Parent Climate Survey by 5%. Year Two of Implementation, Teach Like a Champion, decrease in student referrals to Administration by 3%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recognition of classified and certificated staff on a yearly basis in	LEA-wide	✓All	Est.Cost: \$2,000

WUSD Board Meetings and at District event.  Estimated cost of materials/supplies, time on event.			Funding Source(s): Base: 2,000
Analyze impact of Music Instruction on other content areas through local assessments.  Baseline year data will uses was a comparison for the 2017/18 school year.  Estimated cost for salary & benefits.	Elementary	√All	Est.Cost: \$67,000 Funding Source(s): Supp/Conc: 67,000
Secure a Prep period buyout from a secondary instructor for 6th grade Band.  Estimated cost of prep period buyout.	Elementary	√All	Est.Cost: \$7,800 Funding Source(s): Supp/Conc: 7,800
Analyze impact of PE Instruction.  Analyze impact of PE instruction on state physical fitness test. Compare to scores received in 2014/15.  Estimated cost for salary & benefits.	LEA-wide	√All	Est.Cost: \$67,000 Funding Source(s): Supp/Conc: 67,000
Secure a Prep Period buyout from Secondary Instructor for 6th PE. Analyze impact of PE instruction on state physical fitness test. Compare to scores received in 2014/15.  Estimated cost of pre period buy out.	Elementary	√All	Est.Cost: \$11,500 Funding Source(s): Supp/Conc: 11,500

Year Two of behavioral program implementation, Teach Like a Champion.		LEA-wide	✓All	Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000
Train all certificated and classified staff. Certificated and Classified staff will employ strategies with students to increase awareness of academic and behavior expectations.				
Analyze impact on students' behaviors, decrease of referrals by 3%.				
Estimated costs are associated with the cost of training for all staff.				
Maintain and update computers, LCD, WIFI, DOC cameras in alignment with District Technology plan.		LEA-wide	✓All	Est.Cost: \$50,000 Funding Source(s): Base: 50,000
Estimated cost to purchase and maintain technology.				
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Increase of 2% Student Attendance Rate. Decrease of 2% in Suspension Rate. Decrease of 2% in Expulsion Rate. Increase number of parents completing Parent Climate Survey by 5%. Year Two of Implementation, decrease in student referrals to Administration by 5%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Recognition of classified and certificated staff on a yearly basis in WUSD Board Meetings and at District event.	LEA-wide	✓All		Est.Cost: \$2,000 Funding Source(s): Base: 2,000
Estimated cost for materials and the time on event.				



<p>Analyze impact of Music Instruction on other content areas through local assessments.</p> <p>Baseline year data will be used as a comparison. Anticipated growth in local assessments is 3%.</p> <p>Estimated cost associated with salary &amp; benefits.</p>	Elementary	✓All	<p>Est.Cost: \$67,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 67,000</p>
<p>Secure a Prep period buyout from a secondary instructor for 6th grade Band.</p> <p>Estimated cost of prep period buyout.</p>	Elementary	✓All	<p>Est.Cost: \$78,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 7,800</p>
<p>Analyze impact of PE instruction on state physical fitness test. Compare to scores received in 2014/15, anticipated growth is 5%.</p> <p>Estimated cost for salary &amp; benefits.</p>	LEA-wide	✓All	<p>Est.Cost: \$67,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 67,000</p>
<p>Secure a Prep Period buyout from Secondary Instructor for 6th PE.</p> <p>Analysis impact of PE instruction on state physical fitness test. Compare to scores received in 2015/16, anticipate an increase of 5%.</p> <p>Estimated cost for prep period buy out.</p>	Elementary	✓All	<p>Est.Cost: \$11,500</p> <p>Funding Source(s):</p> <p>Supp/Conc: 11,500</p>
Year Three of behavioral program implementation, Teach Like a	LEA-wide	✓All	Est.Cost: \$5,000

<p>Champion.</p> <p>Train all certificated and classified staff. Certificated and Classified staff will employ strategies with students to increase awareness of academic and behavior expectations.</p> <p>Analyze impact on students' behaviors, decrease of referrals by 5%.</p> <p>Estimated costs are associated with the cost of training for all staff.</p>				<p>Funding Source(s): Supp/Conc: 5,000</p>
<p>Maintain and update computers, LCD, WIFI, DOC cameras in alignment with District Technology plan.</p> <p>Estimated cost to purchase and maintain technology.</p>		LEA-wide	<p>✓All</p>	<p>Est.Cost: \$50,000</p> <p>Funding Source(s): Base: 50,000</p>
GOAL:	<p>Goal Area 2: Students will thrive in their positive environment that includes a well maintained site, classroom settings that foster engagement and collaboration, and have the resources to support their emotional state.</p> <p><b>(2b) Support of socio-emotional development of students.</b></p>			<p>Related State and/or Local Priorities:</p> <p>1 ✓ 2__ 3__ 4__ 5 ✓ 6__ 7__ 8 ✓</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Identified Need :	<p><b>Identified Need:</b> Students seeking counseling. Prevention of drug use/suspension of drug use. Number of students identified as pay or reduced meal program. <b>Metric:</b> School Attendance Rates ( Increase by 2%) , Dropout Rate ( Decrease by 2%) , Other ( Decrease number of students seeking additional counseling services)</p>			
Goal Applies to:	Schools:	All, High School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	<p>Increase school attendance rates by 2%. Decrease dropout rate by 2%. Decrease number of students seeking additional counseling services.</p>			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employment of two counselors for one on one counseling with students TK-12.  Estimated cost is salary.	LEA-wide	✓All	Est.Cost: \$32,000 Funding Source(s): Supp/Conc: 26,000 Other: 6,000
Hire vendor for drug detection on campus.  Include an education component to program.  Estimated cost associated with contract with vendor.	High School	✓All	Est.Cost: \$7,000 Funding Source(s): Supp/Conc: 7,000
The District will provide the additional funds necessary to provide all students meals at no cost.  Number of students served meals will be compared each month to prior year's count.  In the 2015/16 will be compared to 2014/15, anticipated increase of 5% at each serving facility.  Estimated cost is for meals not covered by reimbursement.	LEA-wide	✓All	Est.Cost: \$65,000 Funding Source(s): Base: 10,000 Supp/Conc: 55,000
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	Increase school attendance rates by 2%. Decrease dropout rate by 2%. Decrease number of students seeking additional counseling services.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employment of two counselors for one on one and group services to students in grades TK-12.  Estimated cost is salary.	LEA-wide	✓All	Est.Cost: \$32,000 Funding Source(s): Supp/Conc: 26,000 Other: 6,000
Use of vendor for drug detection on campus.	High School	✓All	Est.Cost: \$7,000

Include an education component to program.				Funding Source(s): Supp/Conc: 7,000
Decrease number of students referred/suspected of drug use/possession of by 3%.				
Estimated cost of contract with vendor.				
The District will provide the additional funds necessary to provide all students meals at no cost.		LEA-wide	✓All	Est.Cost: \$35,000
Number of students served meals will be compared each month to prior year's count.				Funding Source(s): \$65,000 Base: 10,000 Supp/Conc: 55,000
In the 2015/16 will be compared to 2014/15, anticipated increase of 8% at each serving facility.				
Estimated cost is for meals not covered by reimbursement.				
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Increase school attendance rates by 2%. Decrease dropout rate by 2%. Decrease number of students seeking additional counseling services.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Employment of two counselors for one on one, group and family counseling to families and students in grades TK-12.	LEA-wide	✓All		Est.Cost: \$32,000
Estimated cost is for salary.				Funding Source(s): Supp/Conc: 26,000 Other: 6,000
Use of vendor for drug detection on campus.	High School	✓All		Est.Cost: \$7,000
Include an education component to program.				Funding Source(s): Supp/Conc: 7,000
Decrease number of students referred/suspected of drug use/possession of by 5%.				
Estimated cost of contract with vendor.				

<p>The District will provide the additional funds necessary to provide meals to students.</p> <p>Number of students served meals will be compared each month to prior year's count.</p> <p>In the 2015/16 will be compared to 2014/15, anticipated increase of 9% at each serving facility.</p> <p>Estimated cost is for meals not covered by reimbursement.</p>	LEA-wide	<p>✓All</p>	<p>Est.Cost: \$35,000</p> <p>Funding Source(s): \$65,000</p> <p>Base: 10,000</p> <p>Supp/Conc: 55,000</p>
GOAL:	<p>Goal Area 2: Students will thrive in their positive environment that includes a well maintained site, classroom settings that foster engagement and collaboration, and have the resources to support their emotional state.</p> <p><b>(2c) Academic achievement will be measured by a system of shared accountability for student achievement with clear performance standards.</b></p>		<p>Related State and/or Local Priorities:</p> <p>1 ✓2__ 3__ 4 ✓5 ✓6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Identified Need :	<p><b>Metric:</b> Curriculum, Implementation, Observation</p>		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<p>Data program for the district.</p> <p>Accountability program for the district.</p> <p>Single Plan for Student Achievement will be approved by the School Site Council each year.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Identify a data program to assist with data analysis of local assessment.</p> <p>Estimated cost for program and time spent.</p>	LEA-wide	<p>✓All</p>	<p>Est.Cost: \$15,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 15,000</p>
Common Core implementation in the areas of English Language	LEA-wide	✓All	Est.Cost: \$20,000

Arts and Mathematics.				Funding Source(s): Supp/Conc: 20,000
Integration with current curriculum is at (40%). Mathematics with Common Core has been adopted and purchased.				
Estimated cost of vendors, teacher time and supplemental materials purchased to assist with implementation.				
Construct a culture of professional practice of accountability to achieve NCLB proficiency targets by analyzing data to produce continuous instructional improvement.	LEA-wide	✓All		Est.Cost: \$15,000
				Funding Source(s): Supp/Conc: 15,000
Process to be supported on site and with outside vendors.				
Estimated cost of vendors and teacher time.				
Identify location, staffing needs, and hours for learning center.	LEA-wide	✓All		Est.Cost: \$0
				Funding Source(s): Supp/Conc: 0
No cost associated with this action.				
Single Plan Student Achievement will be approved each year with input from the School Site Council.	LEA-wide	✓All		Est.Cost: \$0
				Funding Source(s):
Administration will report progress to the Board on a continuous basis throughout the school year.				
No cost associated with this action.				
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Data program in year one of implementation in the district. Accountability program for the district, to be implemented. Single Plan for Student Achievement will be approved by the School Site Council each year.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use of data program to increase accountability.  Produce calendar of implementation for assessments. Review of data and implications on instruction.  Estimated cost for program and time spent.	LEA-wide	✓All	Est.Cost: \$15,000 Funding Source(s): Supp/Conc: 15,000
Common Core implementation in the areas of English Language Arts and Mathematics.  Integration with current curriculum is at (50%). Mathematics with Common Core has been adopted and purchased.  Estimated cost of vendors, teacher time and supplemental materials purchased to assist with implementation.	LEA-wide	✓All	Est.Cost: \$20,000 Funding Source(s): Supp/Conc: 20,000
Construct a culture of professional practice of accountability to achieve NCLB proficiency targets.  Analyze data to produce continuous instructional improvement. Use of data in 2016/17 as baseline.  Process to be supported on site and with outside vendors.  Estimated cost of vendors and teacher time.	LEA-wide	✓All	Est.Cost: \$15,000 Funding Source(s): Supp/Conc: 15,000
Open Learning Center to meet student needs. Hire credentialed or classified staff for the learning center.  Assess utilization of learning center, through the sign in sheets.  Estimated costs are associated with staffing.	LEA-wide	✓All	Est. Cost: \$50,000 Funding Source(s): Supp/Conc: 50,000

Single Plan Student Achievement will be approved each year with input from the School Site Council.		LEA-wide	✓All	Est.Cost: \$0 Funding Source(s):
Administration will report progress to the Board on a continuous basis throughout the school year.				
No cost associated with this action.				
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Data program in year two of implementation in the district. Accountability program for the district, in year two of implementation. Single Plan for Student Achievement will be approved by the School Site Council each year.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Refinement of assessment calendar.		LEA-wide	✓All	Est.Cost: \$15,000 Funding Source(s): Supp/Conc: 15,000
Increase student achievement by 5%.				
Estimated cost for program and time spent.				
Common Core implementation in the areas of English Language Arts and Mathematics.		LEA-wide	✓All	Est.Cost: \$20,000 Funding Source(s): Supp/Conc: 20,000
Integration with current curriculum is at (60%). Mathematics with Common Core has been adopted and purchased.				
Estimated cost of vendors, teacher time and supplemental materials purchased to assist with implementation.				
Continuous improvement of professional practices to achieve.		LEA-wide	✓All	Est.Cost: \$15,000



Construct a culture of professional practice of accountability to achieve NCLB proficiency targets.  Analyze data to produce continuous instructional improvement. Use of data in 2016/17 as baseline.  Process to be supported on site and with outside vendors.  Estimated cost of vendors and teacher time				Funding Source(s): Supp/Conc: 15,000
Open Learning Center to meet student needs.  Assess utilization of learning center, through the sign in sheets. Compare use of learning center to student scores in core content classes.  Estimated costs are associated with credential or classified staffing.	LEA-wide	✓All  		Est.Cost: \$50,000 Funding Source(s): Supp/Conc: 50,000
Single Plan Student Achievement will be approved each year with input from the School Site Council.  Administration will report progress to the Board on a continuous basis throughout the school year.  No cost associated with this action.	LEA-wide	✓All  		
GOAL:	Goal Area 2: Students will thrive in their positive environment that includes a well maintained site, classroom settings that foster engagement and collaboration, and have the resources to support their emotional state. <b>(2d) 21st Century Teaching and Learning</b>			Related State and/or Local Priorities: 1 ✓2 ✓3__ 4 ✓5 ✓6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<u>Identified Need:</u> 21st Century Teaching and Learning <u>Metric:</u> Implementation, Training			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Common Core curriculum, implementation. Increase student access to technology.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training and support for the implementation of adopted Math curriculum.  Estimated cost is associated with outside vendor training.	LEA-wide	√All	Est.Cost: \$11,000 Funding Source(s): Supp/Conc: 11,000
Increase accessibility for students; purchase of computers for a new mobiles labs, align current computer programs to Common Core.  Estimated cost is associated with purchase of computers.	LEA-wide	√All	Est.Cost: \$50,000 Funding Source(s): Supp/Conc: 50,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Common Core curriculum, implementation. Increase student access to technology.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training and support for the implementation of adopted Math curriculum.  Identify needs for English Language Arts.  Estimated cost for vendor training, and conferences.	LEA-wide	√All	Est.Cost: \$15,000 Funding Source(s): Supp/Conc: 15,000
Increase accessibility for students; purchase of computers for a	LEA-wide	√All	Est.Cost: \$50,000

new mobiles labs.				Funding Source(s): Supp/Conc: 50,000
Align current computer programs to Common Core.				
Estimated cost is associated with purchase of computers and software to support Common Core Implementation.				
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Common Core curriculum, implementation. Increase student access to technology.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Training and support for the implementation of adopted Language Arts curriculum.	LEA-wide	✓All		Est.Cost: \$15,000 Funding Source(s): Supp/Conc: 15,000
Identify needs for Next Generation Science Standards.				
Estimated cost for vendor training, and conferences.				
Increase accessibility for students; purchase of computers for a new mobiles labs.	LEA-wide	✓All		Est.Cost: \$50,000 Funding Source(s): Supp/Conc: 50,000
Align current computer programs to Common Core.				
Estimated cost is associated with purchase of computers and software to support Common Core implementation.				

GOAL:	Goal Area 3: Williams Unified is committed to the process of building strong relationships with parents/guardians to improve the quality of our educational and local community. <b>(3a) Recognition Programs/Parental Involvement</b>			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	<b>Identified Need:</b> In ability to establish a quorum at meetings for parent groups. Recognition programs; enhance and increase parental attendance at events. <b>Metric:</b> Other ( Student recognition programs) , Parent Climate Survey ( Topics, Calendar) , Parent Engagement Events ( Parent Nights/Training)			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	Increase participation in established groups by 5% over the prior year. Establish and train groups not currently in attendance. Parent volunteers/Leaders will be recognized on a yearly basis. Student recognition programs at individual sites.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated and classified employees will be recognized each year for their years of service.  Students will be recognized at each site for student achievement.  Parents leaders/volunteers will be recognized on an annual basis during WUSD meetings.  Estimated cost for supplies.		LEA-wide	<input checked="" type="checkbox"/> All      	Est.Cost: \$2,000 Funding Source(s): Supp/Conc: 2,000
Re-establish District English Learner Committee (DELAC)for increased participation.  Train participating parents on the purpose and business of the DELAC.  Estimated cost for meals, daycare, and supplies.		LEA-wide	<input checked="" type="checkbox"/> All      	Est.Cost: \$2,000 Funding Source(s): Supp/Conc: \$2,000
Parent Education Program.  Training based on identified needs and state requirements.		LEA-wide	<input checked="" type="checkbox"/> All      	Est.Cost: \$5,000 Funding Source(s): Supp/Conc:

Survey and schedule for the 2016/17 School year.			5,000
Estimated cost for meetings, meals, daycare and supplies.			
Parent Education Program.	High School	✓All	Est.Cost: \$15,000 Funding Source(s): Supp/Conc: 15,000
Offer the PIQUE program in cooperation with Chico State University for students and families.			
Estimated cost of program, meals and daycare.			
Increase number of parents participating in established committees.	LEA-wide	✓All	Est.Cost: \$500 Funding Source(s): Supp/Conc: 500
Parent Teacher Organization (PTO) by 5 % over the previous year.			
Estimated costs are associated with supplies.			

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Increase participation in established groups by 5% over the prior year. Parent volunteers/Leaders will be recognized on a yearly basis. Student recognition programs at individual sites.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated and classified employees will be recognized each year for their years of service.	LEA-wide	✓All	Est.Cost: \$2,000 Funding Source(s): Supp/Conc: 2,000
Students will be recognized at each site for student achievement.			
Parents leaders/volunteers will be recognized on an annual basis during WUSD meetings.			
Estimated cost for supplies.			
District English Learner Committee (DELAC)for increased	LEA-wide	✓All	Est.Cost: \$500

participation.  Train participating parents on the purpose and business of the DELAC.  Increase participation by 5%.  Estimated cost for meals, daycare, and supplies.			Funding Source(s): Supp/Conc: 500
Parent Education Program.  Training based on identified needs and state requirements.  Survey and schedule for the 2016/17 School year.  Estimated cost for meetings, meals, daycare and supplies.	LEA-wide	✓All	Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000
Parental education program that benefits students and parents.  Schedule four nights for parents.  Estimated cost for meetings, meals, daycare and supplies.	High School	✓All	Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000
Increase number of parents participating in established committees.  Parent Teacher Organization (PTO) by 5 % over the previous year.  Estimated costs are associated with supplies.	LEA-wide	✓All	Est.Cost: \$500 Funding Source(s): Supp/Conc: 500
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	Increase participation in established groups by 5% over the prior year. Parent volunteers/Leaders will be recognized on a yearly basis. Student recognition programs at individual sites.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Certificated and classified employees will be recognized each year for their years of service.</p> <p>Students will be recognized at each site for student achievement.</p> <p>Parents leaders/volunteers will be recognized on an annual basis during WUSD meetings.</p> <p>Estimated cost for supplies.</p>	LEA-wide	✓All	<p>Est.Cost: \$2,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 2,000</p>
<p>District English Learner Committee (DELAC)for increased participation.</p> <p>Train participating parents on the purpose and business of the DELAC.</p> <p>Increase participation by 5%.</p> <p>Estimated cost for meals, daycare, and supplies.</p>	LEA-wide	✓All	<p>Est.Cost: \$500</p> <p>Funding Source(s):</p> <p>Supp/Conc: 500</p>
<p>Parent Education Program.</p> <p>Training based on identified needs and state requirements.</p> <p>Survey and schedule for the 2016/17 School year.</p> <p>Estimated cost for meetings, meals, daycare and supplies.</p>	LEA-wide	✓All	<p>Est.Cost: \$5,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 5,000</p>
<p>Paren't education program that benefits students and parents.</p> <p>Schedule five nights for parents.</p> <p>Estimated cost for meetings, meals, daycare and supplies.</p>	LEA-wide	✓All	<p>Est.Cost: \$2,000</p> <p>Funding Source(s):</p> <p>Supp/Conc: 2,000</p>
Increase number of parents participating in established	LEA-wide	✓All	Est.Cost: \$500

committees.				Funding Source(s): Supp/Conc: 500
Parent Teacher Organization (PTO) by 5 % over the previous year.				
Estimated costs are associated with supplies.				
GOAL:	Goal Area 4: Williams Unified will align our resources (Fiscal, employee, curriculum and schedules) to meet the educational needs of our students. <b>(4a) Facility Needs</b>			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<b>Identified Need:</b> Increased ADA in District.			
	<b>Metric:</b> Other			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	Identify facility needs. Establish plan for facility needs.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facilities need indicated by ten year enrollment projection.		LEA-wide	✓All	Est.Cost: \$300,000 Funding Source(s): Supp/Conc: 300,000
Identify possible scenarios to address facility needs. Gather input, rent/placement based on identified needs.				
Estimated cost of process and facilities.				
<b>LCAP Year 2: 2016-17</b>				
Expected Annual Measurable Outcomes:	Facility needs identified. Plan established for facility.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Scenarios established to address facility needs.		LEA-wide	✓All	Est.Cost:



Gather input, rent/placement based on identified needs.			\$500,000 Funding Source(s): Supp/Conc: 350,000 Base: 150,000
Estimated cost of process and facilities.			

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Facility needs identified. Plan established for facility.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with established plan to address facility needs.	LEA-wide	✓All	Est.Cost: \$300,000
Gather input, rent/placement based on identified needs.			Funding Source(s):
Estimated cost of process and facilities.			Supp/Conc: 150,000 Base: 150,000

GOAL:	Goal Area 4: Williams Unified will align our resources (Fiscal, employee, curriculum and schedules) to meet the educational needs of our students. <b>(4b) Maintain and Improve facilities.</b>	Related State and/or Local Priorities: 1 ✓2__ 3__ 4__ 5__ 6 ✓7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<b>Identified Need:</b> Improve Safety and accessibility of students and public. <b>Metric:</b> Other		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Facility needs identified.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identified need and quotes for replacement of gym floor.	LEA-wide	✓All	Est.Cost: \$0
			Funding Source(s): Supp/Conc: 0

Security camera's will be evaluated on a continuous basis to ensure they are working properly.	LEA-wide	✓All	Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000
Assess for additional cameras.			
Estimated cost for additional cameras.			
Identify need to replace the bleachers and bathrooms at the football field.	LEA-wide	✓All	Est.Cost: \$15,000 Funding Source(s): Supp/Conc: 15,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Facility needs addressed in plan.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Replace Gym floor and bleachers to meet ADA requirements. Estimated costs are associated with replacement.	LEA-wide	✓All	Est.Cost: \$150,000 Funding Source(s): Supp/Conc: 150,000
Security camera's will be evaluated on a continuous basis to ensure they are working properly.  Assess for additional cameras.  Estimated cost for additional cameras.	LEA-wide	✓All	Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000
Update the bleachers and bathroom facilities to meet ADA accessibility requirements.  Estimated cost is related to replacement.	LEA-wide	✓All	Est.Cost: \$150,000 Funding Source(s): Supp/Conc: 150,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Facility needs addressed in plan.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use and maintenance of new gym floor.  Estimated cost is related to maintenance.	LEA-wide	√All	Est.Cost: \$10,000 Funding Source(s): Supp/Conc: 10,000
Security camera's will be evaluated on a continuous basis to ensure they are working properly.  Assess for additional cameras.  Estimated cost for additional cameras.	LEA-wide	√All	Est.Cost: \$5,000 Funding Source(s): Supp/Conc: 5,000
Identify need for improvement of the inner track field.  Estimated cost is associated with plan.	LEA-wide	√All	Est.Cost: \$15,000 Funding Source(s): Supp/Conc: 15,000
GOAL:	Goal Area 4: Williams Unified will align our resources (Fiscal, employee, curriculum and schedules) to meet the educational needs of our students. <b>(4c)Transportation Home for Students</b>		Related State and/or Local Priorities: 1 √2__ 3__ 4__ 5__ 6 √7__ 8 √ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<u>Identified Need:</u> Transportation of students <u>Metric:</u> Other		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Transportation; cost of buses and staffing		

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide transportation home for students.		LEA-wide	✓All	Est.Cost: \$150,000 Funding Source(s): Supp/Conc: 150,000
Estimated cost of buses and staffing.				
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Transportation; cost of staff and maintenance			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide transportation home for students.		LEA-wide	✓All	Est.Cost: \$25,000 Funding Source(s): Supp/Conc: 25,000
Estimated Cost of maintenance and staffing.				
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Transportation; Cost of staffing and maintenance			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide transportation home for students.		LEA-wide	✓All	Est.Cost: \$25,000 Funding Source(s): Supp/Conc: 25,000
Estimated Cost of maintenance and staffing.				

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. - Academic achievement will be supported by designing and developing curriculum, assessments and instructional materials that are aligned with the Common Core State curriculum frameworks and assessments.			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:				
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	No outcome was established for this goal.	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Administrators and coaches daily rate.	\$0		No clear goal established.	\$0	
Scope of service:	School wide		Scope of service:	School wide	
x__ALL			x__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Use tablet computers and software programs to enhance student learning.	\$0		The District has added tablets for student use in 2014/15.	\$0	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
x__ALL			x__ALL		

OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Evaluate and add A-G courses to pathway.		\$27,514	One A-G courses was added in the 2014/15 school year. Cost paid out of the general fund.		\$0
Scope of service:	LEA-wide		Scope of service:	Other	
_X_ALL			_X_ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
All new teachers will clear their credentials through this two program, BTSA/TCIP.		\$11,100	The District funded the participation of Probationary I and II teachers in the BTSA/TCIP program.		\$11,100
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X__ALL			_X_ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Implement interventions		\$88,321	Intervention; CAHSEE, Home/Medical		\$40,000
Scope of service:	School wide		Scope of service:	School wide	
_x_ALL			x__ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
23 days for 30 minutes. Early release for professional development.		\$0	Action not completed. Included in the 2015/16 plan.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Saturday Academic intervention, Saturday Credit Recovery,		\$0	Academic/Credit Recovery are offered on Saturdays and in the summer for students.		\$30,000
Scope of service:	Jr/Sr High, High School		Scope of service:	Jr/Sr High, High School	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
English Language Arts adoption.		\$0	The District will assess English Language Arts programs aligned to the Common Core in 2015/16.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ALL			_x_ALL		



OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Incorporate group and paired problem solving scenarios.  Realign benchmark and pacing calendar to CCSS and SBAC.		\$0	Collaborative conversations is the focus for Common Core.  Continued assessment of the CCSS, SBAC and curriculum guides is necessary for proper alignment of content.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ALL			_x_ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Train all teachers during 4 minimum days		\$0	100% of the teachers participated in training on the four minimum days.  Cost paid out of general fund.		\$0
Scope of service:	School wide		Scope of service:	School wide	
_x_ALL			_x_ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Review and assess students' needs. Design master schedules.		\$0	Master schedule at 7-12 is student driven.		\$0
Scope of service:	School wide		Scope of service:	School wide	

<input type="checkbox"/> x <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> x <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Three year program for continuous improvement. All teachers for 8-10 days.		\$0	No specific action identified.		\$0
Scope of service:	School wide		Scope of service:	School wide	
<input type="checkbox"/> x <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> x <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Collect and analyze data for grades K-12; identify students in each grade that made growth and make a plan for students who lacked 5% growth.		\$0	Evaluation of student needs not complete. Actions identified in 2015/16 plan.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> x <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> x <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Access student needs. Design Single Plan for Student Achievement.		\$0	Action completed. Single plans are in draft form and will be voted on by the School Site Council in the 2015/16 school year.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
100% of teachers will implement CCSS mathematics curriculum and improve.  Teachers will continue to access professional development in CCSS for implementation of mathematics curriculum.		\$16,500	Action completed.		\$11,000.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will not be included in the 2015/16 LCAP.			
Original GOAL from prior year LCAP:	Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. - Academic achievement will be supported by designing and developing curriculum, assessments, and instructional materials that are aligned with the CCSS, curriculum frameworks, and SBAC assessments			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	Low Income, Foster Youth			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	No identified Annual Measurable Outcome.	
LCAP Year: 2014-15					

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All new teachers will clear their credential in this two year program.	\$11,100	All probationary teachers participated.	\$11,100
Scope of service: LEA-wide		Scope of service: LEA-wide	
x _ALL		_x _ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
10 days of professional development and coaching provided by SCOE or PIVOT focused on ELD and CCSS instructional strategies	\$147,284	PIVOT completed three days of professional development on CCSS in 2014/15. PIVOT paid for by program improvement funds.  SCOE was not used for professional development in the 2014/15 school year.	\$0
Scope of service: School wide		Scope of service: School wide	
_x _ALL		_x _ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LEA Plan/LCAP Is evaluated and improved based on student needs.		\$7,614,936	LEA Plan was updated in 2014/15. LCAP is evaluated yearly.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		PIVOT will not be used for teacher professional development in 2015/16.			
Original GOAL from prior year LCAP:	Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. - By 2017, Williams will decrease dropout rates by 8% for foster youth			Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	Foster Youth			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	Establish number of foster youth in the district, identify dropout rate.	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Create a plan to prepare foster youth for high school		\$15,000	Identify foster youth. Meet and assess student needs.		\$0
Scope of service:	LEA-wide		Scope of service:	High School	

__ ALL OR: __ Low Income pupils __ English Learners __ x Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			__ ALL OR: __ Low Income pupils __ English Learners __ x Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This action is included under the new board goals in goal area 1.			
Original GOAL from prior year LCAP:	Goal Area 2: Students will thrive in their positive environment that includes a well maintained site, classroom settings that foster engagement and collaboration, and have the resources to support their emotional state. - Academic achievement will be measured by a system of shared accountability for student achievement with clear performance standards and consequences			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All				
	Applicable Pupil Subgroups:	Low Income, English Learners, Foster Youth			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	No targets established.	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Maintain computer inventory and network		\$50,000	Computers were purchased for teachers and students.		\$50,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ x ALL			__ x ALL		

OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
1.4 FTEs		\$0	No specific position identified.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
x __ ALL			x __ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Assessment data analysis training equivalent to 2 days		\$0	Data analysis was completed throughout the course of the year.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x __ ALL			_x __ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
.5 FTE certificated		\$0	No position identified.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x __ ALL			_x __ ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
K- 12 Summer School programs		\$25,000	Summer School programs funded by the District. District paid for program out of general funds. Paid out of base and EIA funds		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
School year interventions		\$40,000	K-6: SIPPS intervention during the school day. Estimated cost of intervention programs; materials, cost of credentialed/classified and additional training. Afterschool interventions in the 2015/16 LCAP.		\$180,000.00
Scope of service:	LEA-wide		Scope of service:	Elementary K-6	
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Interventions are included in the 2015/16 LCAP.			



Original GOAL from prior year LCAP:	Goal Area 2: Students will thrive in their positive environment that includes a well maintained site, classroom settings that foster engagement and collaboration, and have the resources to support their emotional state. - Academic achievement will be measured by a system of shared accountability for student achievement with clear performance standards and consequences.			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:				Actual Annual Measurable Outcomes:	No target.
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Evaluate implementation of assessment system, data analysis plan and calendar of implementation. Improve annually.		\$0	Identify an assessment system to use for district data analysis. Included in 2015/16 LCAP.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ALL			_x_ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
Design Single Plan for Student Achievement according to needs. Set goals and targets. Assess progress. Staff meetings. School Site Council Meetings.		\$0	Single Plans for Student Achievement are updated annually. Annual progress on plan will be given during scheduled staff meetings. Each staff meeting will be agendized, minutes produced. Single Plan for Student Achievement will be reviewed in School Site Council meetings.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ALL			_xALL		

OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Instructional strategies. Coach: 1 FTE		\$95,000	K-12 ELD Instructional Strategies Coach utilized in 2014/15. Position split for the 2015/16 school year, for K-6, 7-12.		\$95,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
x __ ALL			__ x __ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Implement writing instruction model. Calibrate scoring of writing samples. Compare writing samples.		\$50,000	Write Tools professional development was provided K-12. Included in the LCAP for 2105/16.		\$50,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ x __ ALL			__ x __ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
10 days of professional development and coaching provided by SCOE focused on CCSS writing.		\$10,000	SCOE wasn't utilized for training in the 2014/15 school year.		\$0
Scope of service:	Jr/Sr High		Scope of service:	Jr/ Sr High	
__ x __ ALL			x __ ALL		

OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Saturday Academic intervention and Credit recovery.		\$26,910	Courses provided in 2014/15.		\$27,000
Scope of service:	Jr/Sr High		Scope of service:	Jr/Sr High	
_x_ALL			x__ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Provide continual access to professional development for implementation of CCSS and SBAC. One additional day of training for all teachers.		\$26,000	CCSS professional development will be scheduled for the upcoming year. Additional day added for teachers.		\$26,000.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ALL			x__ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Each administrator will complete walkthroughs in 2 classes per day		\$0	Walkthroughs complete.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__xALL			x__ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The K-12 ELD Instructional Strategies coach will not be funded for the 2015/16 school year. The position was split into two separate for the 2015/16.			
Original GOAL from prior year LCAP:	Goal Area 3: Williams Unified is committed to the process of building strong relationships with parents/guardians to improve the quality of our educational and local community. - Leadership and innovation will be supported by providing assistance, leveraging best practices and monitoring outcomes for continuous improvement for all students by improving student learning, closing achievement gaps and reducing dropout rates resulting in significantly more high school graduates who are well prepared for success in college and careers.			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: <input type="checkbox"/> All				
	Applicable Pupil Subgroups:	<input type="checkbox"/> All			
Expected Annual Measurable Outcomes:	District will implement plan with year 2 targets.		Actual Annual Measurable Outcomes:	No target established.	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Design and conduct recognition programs..		\$0	Recognition program established in the 2015/16 LCAP.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Recognition programs are included in the 2015/16 school year. SPSA will be completed each year.	
Original GOAL from prior year LCAP:	Goal Area 4: Williams Unified will align our resources (Fiscal, employee, curriculum and schedules) to meet the educational needs of our students. - Fiscal integrity for the district will be maintained by aligning resources to instructional needs and priorities for student achievement.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	District will implement plan with year 2 targets. Annual update.	Actual Annual Measurable Outcomes:	No target.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District will implement budgeting process aligned to LEAP, LCAP, and SPSAs using PBAR model.	\$0	The LEA plan will be updated each year. The LCAP updates, will be updated through the Annual Update in Board meetings and the proposed stakeholder engagement.	\$0
Scope of service: LEA-wide __x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
District will evaluate progress and continue to implement Technology plan.	\$0	The Technology plan is being implemented.	\$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continued implementation of the Technology, LEA and LCAP plan.			
Original GOAL from prior year LCAP:	Goal Area 5: - Professional development will be supported through allocation of time and resources for staff collaboration, planning and activities.			Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Local Goal 1,	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	90% of staff will complete Personal Learning Plans.		Actual Annual Measurable Outcomes:	Target not met.	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
All employees will evaluate prior year PLP and design a new annual plan.		\$0	Not complete.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
District will evaluate prior year activities; design and adopt Professional Development Plan.		\$0	Evaluation of professional development completed in the 2014/15 school year. Establish plan for 2015/16.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Annual CSBA training; additional journals and briefs from a variety of sources.		\$0	CSBA training attended this year.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Personal learning plans will not be included in the current LCAP. All employees will be encouraged to attend trainings.			

Original GOAL from prior year LCAP:	Goal Area 6: - Governance and leadership will be evidenced by maintaining safe and orderly campuses which promote learning.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	MOT short term and long term goals and plan.		Actual Annual Measurable Outcomes:	Goals reported out to the Board, in monthly Board reports.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Attend meeting to represent district interests and needs.	\$0	All Board meetings attended.	\$0	
Scope of service: LEA-wide		Scope of service: LEA-wide		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Attend meetings to represent district interests. Continue memberships in appropriate educational organizations and agencies.	\$0	Attendance at trainings throughout the year.	\$0	
Scope of service: LEA-wide		Scope of service: LEA-wide		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		



OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
District website. Post all district Board policies, meeting agendas and minutes on district website. Design annual Williams' Parent Institute program agendas and dates.		\$0	Parent institute wasn't implemented this year. All items appear on the district website.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> xALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Design a short term and long term plan for maintenance of facilities and equipment.		\$0	Plan is being developed to meet the needs of the districts expansion in terms of facilities. Close out of open projects.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Facility plan to be developed that addresses increased enrollment, open projects and modernization. This is identified in the 2015/16 LCAP.			

### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$871,186.00
The increase in funds for Base is \$270, 496.00 The increase in Supplemental and Concentration is \$871,186.00 Total increase is <b>\$1,141,682.00</b>  The expected revenue for the entire Base grant is \$9,350,349.  Colusa County Office of Education has required that the LEA set aside one year's growth in LCFF funding as a reserve due to the potential volatility inherent in the LCFF. Therefore, the LEA is reserving the increase from the base funding, and is utilizing the increase in 2013-14 for 2014-15 expenses.  The LEA has chosen to spend the increase in funds to meet the 8 State Priorities.  The supplemental and concentration grant are allocated districtwide to meet the needs of students identified in the unduplicated counts of English Learner, Free Reduced Program Meal and Foster Youth.	

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B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

84	%
<p>The district's unduplicated count is 84%. As mentioned above, \$871,186 is allocated to provide increased services to EL, Low Income, and Foster Youth.</p> <p>Increased services: 9.4%</p> <p><b>Increased services to the unduplicated pupils are as follows:</b></p> <p>Retain counseling services for the District.</p> <p>Add services to the identified areas.</p> <p>Increase credentialed and classified services for students.</p> <p>Home School and Independent Study services K-12.</p> <p>Reading and math intervention K-12, provided to students in the form of intervention.</p>	

Move to block schedule 7-12 and offer intervention opportunities during the school day.

Increase professional development for Certificated staff by increasing work year by one day K-12.

Increase ELD Coaching services to K-12.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]