**Introduction:**

**LEA: <u>Williams Unified</u>     LCAP Year: <u>2016-19</u>     Jennifer J. Foglesong, Superintendent, jfoglesong@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.*

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***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 |
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| Board Workshop September 2015 | *The Board indicated the following items;* Increase of CTE Pathway opportunities. Maintain counseling for all students. |
| **Annual Update:** **Board Meeting**; Included each month as a discussion item on the agenda. July 23, 2015 August 20, 2015 September 10, 2015: Goal Area 1 October 15, 2015: Goal Area 2 November 19, 2015 December 10, 2015; Goal Area 1; Budget Allocation January 21, 2016; Goal Area 2; Budget Allocation February 18, 2016; Goal Area 3 and 4 Budget Allocations March 10, 2016; Annual Update | **Annual Update:** *Standing item on the Board Agenda each month;* December 10, 2015; Condense action/services January 21, 2016; Condense action/services February 18, 2016; Condense action/services March 10, 2016; Executive Summary for 2015/16 |

| April 10, 2016; Annual Update Draft<br>May 19, 2016; Public Hearing | |
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| **Involvement Process** | **Impact on LCAP** |
| There were scheduled meetings monthly meetings to share with parents the LCAP Goals, Actions and progress being made towards meeting them. These occurred from August to June. In addition, there were meetings that also involved staff sharing data and progress towards meeting the goals as they pertained to state priority areas and the measures used to assess progress.<br><br>The meetings were scheduled as follows:<br><br>August 27, 2015; Maintenance/Confidential Group; Goal Area 1<br>September 3, 2016; Bargaining Units; Goal Area 1<br>September 17, 2015; Staff Advisory Committee; Goal Area 1<br>September 21, 2015; DELAC; Goal Area 1<br>September 23, 2015; Parent Forum; Goal Area 1<br>November 5, 2015 ; Staff Advisory Committee; Goal Area 2 and Needs Assessment<br>November 16, DELAC/DAC; Goal Area 1 continued<br>November 18, 2016; Parent Forum; Goal Area 2 & 3<br>January 7, 2016; Maintenance/Confidential; Goal 2 &3<br>January 27, 2016; Parent Forum; Goal Area 4 and Needs Assessment<br>February 4, 2016; Staff Advisory Committee; Goal Areas 3 & 4<br>February 22, 2016; DELAC/DAC<br>March 16, 2016; Parent Forum; Annual Update/Needs Assessment<br>March 21, 2016; DELAC/DAC; Goal Area 2, 3 & 4<br>April 20, 2016; DELAC/DAC<br>May 19, 2016: Public Hearing<br>May 23, 2016; Needs Assessment/ Annual Update<br>June 16, 2016: Board meeting | *Stakeholders specified the following through the feedback process*;<br>Maintain No Pricing Food Option for 2016/19 LCAP.<br>Bus purchased for school to home transportation, ongoing costs included in the 2016/19 LCAP.<br>Maintain drug prevention services for 2016/19 LCAP.<br>K-12 intervention programs included in the plan for 2016/19 LCAP.<br>Inclusion of Music, Art and Drama in the curriculum; Music teacher hired for K-5, enrichment courses added 1st-6th<br>Support with Mathematics and Language Arts afterschool<br>    o   Homework Assistance<br>    o   Targeted remediation<br>    o   Access to technology<br>Increase Technology Access<br>    o   Parents voiced that they did not want computers coming home with students; Carts purchased for classrooms<br>    o   Availability afterschool; lab with adult assistance<br>College Readiness<br>    o   Start discussing with parents and student earlier than Senior year; schedule change at Secondary site<br>    o   Events that make parents aware of opportunities for financial aid, scholarships and colleges<br>Accessibility of textbooks for all students. Review process at sites to ensure equal access. |
| **Annual Update:**<br><br>In an attempt to share with parents and staff the progress made towards meeting LCAP Goals, progress in Measures were shared, discussed and input, suggestions or recommendations were taken by administration. The input helped to shape the 2016- | **Annual Update:**<br>*Written responses to questions/comments were provided by the Superintendent. Stakeholder groups were presented with a copy of the responses and they were posted on the District website.* |

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| 2017 LCAP with necessary revisions to Actions, Measures and data gathering tools in an attempt to improve the LCAP goals, actions and measures.<br><br>The meetings that took place were as follows:<br><br>August 27, 2015; Maintenance/Confidential Group; Goal Area 1<br>September 3, 2016; Bargaining Units; Goal Area 1<br>September 17, 2015; Staff Advisory Committee; Goal Area 1<br>September 21, 2015; DELAC; Goal Area 1<br>January 27, 2016; Parent Forum; Goal Area 4 and Needs Assessment<br>February 4, 2016; Staff Advisory Committee; Goal Areas 3 & 4<br>February 22, 2016; DELAC/DAC<br>March 16, 2016; Parent Forum; Annual Update/Needs Assessment<br>March 21, 2016; DELAC/DAC; Goal Area 2, 3 & 4<br>April 20, 2016; DELAC/DAC<br>May 19, 2016: Public Hearing<br>May 23, 2016; Needs Assessment/ Annual Update<br>June 16, 2016: Board meeting | Maintain No Pricing Food Option for 2016/19 LCAP.<br>Bus purchased for school to home transportation, ongoing costs included in the 2016/19 LCAP.<br>Maintain drug prevention services for 2016/19 LCAP.<br>K-12 intervention programs included in the plan for 2016/19 LCAP.<br>Maintain No Pricing Food Option for 2016/19 LCAP.<br>Bus purchased for school to home transportation, ongoing costs included in the 2016/19 LCAP.<br>Maintain drug prevention services for 2016/19 LCAP.<br>K-12 intervention programs included in the plan for 2016/19 LCAP.<br>Inclusion of Music, Art and Drama in the curriculum; Music teacher hired for K-5, enrichment courses added 1st -6th<br>Support with Mathematics and Language Arts afterschool<br><ul><li>Homework Assistance</li><li>Targeted remediation</li><li>Access to technology</li></ul>Increase Technology Access<br><ul><li>Parents voiced that they did not want computers coming home with students; Carts purchased for classrooms</li><li>Availability afterschool; lab with adult assistance</li></ul>College Readiness<br><ul><li>Start discussing with parents and student earlier than Senior year; schedule change at Secondary site</li><li>Events that make parents aware of opportunities for financial aid, scholarships and colleges</li><li>Accessibility of textbooks for all students. Review process at sites to ensure equal access.</li></ul> |

*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 schoolsites 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 schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If

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supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

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

**Guiding Questions:**

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual 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 schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

| GOAL: | Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. *(1a) Improve Consistency of High Quality Instruction in All Classrooms* | 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 : | **Identified Need:** Non-alignment of curriculum, professional development, teaching practices, and student performance indicators, K-12. **Metric:** Curriculum ( Common Core Curriculum) , Employ Teachers ( Highly Qualified as defined by NCLB) , Observation ( Evidence of Practices; Walkthorughs, Informal Observations and Formal Evaluations) , Training ( Professional Development in Common Core) | |
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| Goal Applies to: | Schools: All | |
| | Applicable Pupil Subgroups: All; including those students with exceptional needs and unduplicated students. | |

| LCAP Year 1: 2016-17 |
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| 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%. Formal Evaluations will be completed on all Probationary I and II teachers. Probationary II teachers will clear credential, 100%. Observations/Walkthroughs will be completed by Administration for evidence of practices, logs will be turned in to the Superintendent. California English Language Development Test; overall performance score will increase by 2%. Instructional Support; student scores on local assessments will increase by 2%. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| | LEA-wide | ✓ All | |

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| Probationary I and II teachers will all participate in the Tri County BTSA/TCIP program. Probationary II teachers will clear their credential as required by the State. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $12,000<br>Funding Source(s):<br>Supp/Conc: 12,000<br><br>Object 1160<br>Goal/Action 0101 |
| All teachers have access to Common Core curriculum, through the adoption process as referenced in the Williams Act. Mathematics adoption in 2014/15 and Language Arts in 2017/18.<br><br>Professional Development and support will be provided to all teachers. The areas of focus are; Critical Thinking, Collaborative Conversations, Creativity and Communication. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $50,000<br>Funding Source(s):<br>Supp/Conc: 50,000<br><br>Object 5800<br>Goal/Action 0102 |
| Assessment of English Language Development by outside vendor in 2015/16. Plan for utilization of services, support of teachers and professional development to be determined by site.<br><br>Interventions will be provided to students based on need as determined by local criteria.<br><br>Anticipated need for additional positions will be determined through implementation. Positions; credential or classified. | LEA-wide | __All<br><br>OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $100,000<br>Funding Source(s):<br>Supp/Conc: 100,000<br><br>Object 1110/3XXX<br>Goal/Action 0103 |
| | LEA-wide | ✓ All | |

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| Identified the need for in class instructional support at 7-12, Intervention Specialist.<br><br>Position advertised for the remainder of 2015/16. Position to be filled on permanent basis in 2016/17.<br><br>Assessment of position based on students served and impact on student academic achievement. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____<br>__ Other Subgroups:(Specify)_____ | Est.Cost:<br>$75,000<br>Funding Source(s):<br>Supp/Conc:<br>75,000<br><br>Object 1110/3XXX<br>Goal/Action 0104 |
| 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.<br><br>Data will be provided to the staff and administration, to use in the process of collaborative decisions regarding curriculum for both core and intervention programs.<br><br>Intervention model will be refined to include targeted instruction to increase student success; this model may include push in or pull out services for students.<br><br>Reading Specialist will assist with the review of materials for the Language Arts adoption. | Elementary | ✓ All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost:<br>$225,000<br>Funding Source(s):<br>Supp/Conc:<br>225,000<br><br>Object 1110/3XXX<br>Goal/Action 0105 |
| | LEA-wide | ✓ All | |

| Write Tools Curriculum and Professional Development; Implementation of the strategies K-12.<br><br>Increase use of writing strategies across the curriculum with a focus on Common Core State Standards.<br><br>Development/Analysis of year- long plan, assessment schedule, collection of data, analysis of data, data implication for instruction and adjustment of instruction to meet student needs. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $57,000 Funding Source(s): Supp/Conc: 57,000<br><br>Object 5800 Goal/Action 0106 |

**LCAP Year 2**: 2017-18

| Expected Annual Measurable Outcomes: | The District will refine plan for Professional Development of Common Core State Standards with input from staff.<br>Employ Highly Qualified Teachers, 95%.<br>Formal Evaluations will be completed on all Probationary I and II teachers.<br>Probationary II teachers will clear their credential, 100%.<br>Observations/Walkthroughs will be completed by Administration for evidence of practices.<br>California English Language Development Test; students overall performance score will increase by 3%.<br>Instructional support; 4% increase is student scores on local assessments. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Probationary I and II teachers will all participate in the Tri County BTSA program to clear their credential as required by the State. All Probationary II employees will clear their credential. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $12,000 Funding Source(s): Supp/Conc: 12,000<br><br>Object 1160 Goal/Action 0101 |
| | LEA-wide | ✓ All | |

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| All teachers have access to Common Core curriculum, through the adoption process as referenced in the Williams Act. Mathematics adoption in 2014/15 and Language Arts in 2017/18.<br><br>Professional Development and support will be provided to all teachers. The areas of focus are; Critical Thinking, Collaborative Conversations, Creativity and Communication. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost:<br>$200,000<br>Funding Source(s):<br>Supp/Conc:<br>200,000<br><br>Object 5800<br>Goal/Action 0102 |
| Assessment of English Language Development by outside vendor in 2015/16. Plan for utilization of services, support of teachers and professional development to be determined by site in 2016/17. Implementation of program in 2017/18.<br><br>Interventions will be provided to students based on need as determined by local criteria.<br><br>Hire/d for additional positions determined through assessment/implementation. Positions; credential or classified. | LEA-wide | __All<br><br>OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost:<br>$100,000<br>Funding Source(s):<br>Supp/Conc:<br>100,000<br><br>Vendor<br>1110/3XXX<br>Goal/Action 0103 |
| Maintain staffing to provide in class instructional support for students.<br><br>Impact of instructional support will be measured by identified local assessments, anticipated growth is 4% for areas support is being provided. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost:<br>$75,000<br>Funding Source(s):<br>Supp/Conc:<br>75,000<br><br>Object<br>1110/3XXX<br>Goal/Action 104 |
| | Elementary | ✓ All | |

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| 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.<br><br>Data will be provided to the staff and administration, to use in the process of collaborative decisions regarding core and intervention curriculum.<br><br>Intervention model will be refined to include targeted instruction to increase student success; this model may include push in or pull out services for students.<br><br>Reading Specialist will assist with the implementation and support of the newly adopted Language Arts materials. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $225,000 Funding Source(s): Supp/Conc: 225,000<br><br>Object 1110/3XXX Goal/Action 0105 |
| Write Tools Curriculum and Professional Development; Implementation of the strategies K-12.<br><br>Increase use of writing strategies across the curriculum with a focus on Common Core State Standards.<br><br>Development/Analysis of year- long plan, assessment schedule, collection of data, analysis of data, data implication for instruction and adjustment of instruction to meet student needs.<br><br>Comparison of data to year one implementation; 2016/17 to 2017/18. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $57,000 Funding Source(s): Supp/Conc: 57,000<br><br>Object 5800 Goal/Action 0106 |

**LCAP Year 3**: 2018-19

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| Expected Annual Measurable Outcomes: | The District will refine plan for Professional Development of Common Core State Standards with input from staff.<br>Employ Highly Qualified Teachers, 95%.<br>Formal Evaluations will be completed on all Probationary I and II teachers.<br>Probationary II teachers will clear their credential, 100%.<br>Observations/Walkthroughs will be completed by Administration for evidence of practices.<br>California English Language Development Test; students overall performance score will be maintained at 3% growth.<br>Maintain Instructional support; 4% increase is student scores on local assessments. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Probationary I and II teachers will all participate in the Tri County BTSA program to clear their credential as required by the State. All Probationary II employees will clear their credential. | LEA-wide | ✓ All <br><br> OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | Est.Cost: $0 Funding Source(s): Supp/Conc: 0 <br><br> Object 1160 Goal 0101 |
| All teachers have access to Common Core curriculum, through the adoption process as referenced in the Williams Act. Mathematics adoption in 2014/15 and Language Arts in 2017/18. <br><br> Professional Development and support will be provided to all teachers. The areas are; Critical Thinking, Collaborative Conversations, Creativity and Communication. | LEA-wide | ✓ All <br><br> OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | Est.Cost: $50,000 Funding Source(s): Supp/Conc: 50,000 <br><br> Object 5800 Goal/Action 0102 |
| Assessment of English Language Development by outside vendor in 2015/16. Plan for utilization of services, support of teachers and professional development to be determined by site in 2016/17.Implementation of program in 2017/18. Assessment of implementation of program in 2018/19. <br><br> Interventions will be provided to students based on need as determined by local criteria. <br><br> Hire/d for additional positions determined through assessment/implementation. Positions; credential or classified. | LEA-wide | __All <br><br> OR: <br> __ Low Income pupils ✓ English Learners <br> __ Foster Youth __ Redesignated fluent English proficient <br> __ Other Subgroups:(Specify)_____ | Est.Cost: $100,000 Funding Source(s): Supp/Conc: 100,000 <br><br> Object 1110/3XXX Goal/Action 0103 |
|  | LEA-wide | ✓ All |  |

| | | | Est.Cost: |
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| Maintain staffing to provide in class instructional support for students.<br><br>Impact of instructional support will be measured by identified local assessments, anticipated growth is 4% for areas support is being provided. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $75,000<br>Funding Source(s):<br>Supp/Conc: 75,000<br><br>Object 1110/3XXX<br>Goal/Action 0104 |
| Year Four 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.<br><br>Data will be provided to the staff and administration, to use in the process of collaborative decisions regarding core and intervention curriculum.<br><br>Intervention model will be refined to include targeted instruction to increase student success; this model may include push in or pull out services for students.<br><br>Reading Specialist will assist with the implementation and support of the newly adopted Language Arts materials. | Elementary | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $225,000<br>Funding Source(s):<br>Supp/Conc: 225,000<br><br>Object 1110/3XXX<br>Goal/Vendor 0105 |
| Write Tools Curriculum and Professional Development; Implementation of the strategies K-12.<br><br>Increase use of writing strategies across the curriculum with a focus on Common Core State Standards.<br><br>Development/Analysis of year- long plan, assessment schedule, collection of data, analysis of data, data implication for instruction and adjustment of instruction to meet student needs.<br><br>Comparison data to year one and two of implementation; 2016/17, 2017/18 to 2018/19. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $57,000<br>Funding Source(s):<br>Supp/Conc: 57,000<br><br>Object 5800<br>Goal/Action 0106 |

| GOAL: | | Related State and/or Local Priorities: |
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| | Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.-<br>***(1b) Master schedule and access to courses that support college and career readiness.*** | | 1_ 2_ 3_ 4_x_ 5 ✓ 6_ 7 ✓ 8_<br>COE only: 9_ 10_<br>Local : Specify _____ |
| Identified Need : | **Identified Need:** Number of students graduating with the appropriate 21st Century Skills to be successful in a college or career path.<br>**Metric:** AP Passing Rate, School Attendance Rates ( Increase by 5% each academic year) , Dropout Rate ( Decrease by 5%) , CAHSEE Scores ( Increase scores by 5%; Suspended in 2015/16 by the State) , Student Survey ( Student Master Schedule) , A-G Completion Rate ( Increase student completion rate by 5% ) CAASSP scores increase by 2% over previous year (2014/15) in Language Arts an Mathematics | | |

| Goal Applies to: | Schools: | High School | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | All; including those students with exceptional needs and unduplicated students. | |

<table>
<tr><td colspan="5" align="center"><b>LCAP Year 1</b>: 2016-17</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="4">Student requests for courses will be reflected in the master schedule (55%)<br>Passing rate on Advance Placement tests will increase by 3%.<br>Increase A-G completion rate by 5%.<br>CAHSEE scores, increase by 5%. Suspended by the State in 2015/16.<br>Decrease dropout rate by 5%.<br>Maintain graduation rate at 90% or greater each year.<br>Attendance in the Summer Academy will increase 5% over year one.<br>CAASSP scores will increase by 2%.</td></tr>
<tr><td align="center">Actions/Services</td><td>Scope of Service</td><td colspan="2">Pupils to be served within identified scope of service</td><td>Budgeted Expenditures</td></tr>
<tr><td rowspan="2">Student driven master schedule.<br><br>Student interests are used to develop the master schedule, identify new course areas based on student interest/s.</td><td>High School</td><td colspan="2">✓ All</td><td rowspan="2">Est.Cost: $7,000<br>Funding Source(s):<br>Base: 7,000</td></tr>
<tr><td></td><td colspan="2">OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td></tr>
<tr><td></td><td>JR/SR High</td><td colspan="2">✓ All</td><td></td></tr>
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| Block schedule; Implementation of schedule to support extended learning time.<br><br>Estimated cost of prep period buyout; beyond contractual student-teacher time. Two Prep period buy out in 2016/17. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost:<br>$35,000<br>Funding Source(s):<br>Supp/Conc:<br>35,000<br><br>Object<br>1110/3XXX<br>Goal/Action<br>0107 |
| Increase the number of A-G courses offered in the Master Schedule to meet student academic needs.<br><br>Add an additional section per academic year based on student survey/request for all students including those with exceptional needs.<br><br>In 2016/17 three additional sections were added; Ag Soil Science, Algebra 2 and Geometry. | JR/SR High | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost:<br>$34,500<br>Funding Source(s):<br>Supp/Conc:<br>34,500<br><br>Object<br>1110/3XXX<br>Goal/Action<br>0108 |
| District to fund additional costs not covered by the ROP/CTE pathways in grades 9-12.<br><br>Additional teacher hired through the Career Pathways grant for 2016/17, to increase the number of course offerings.<br><br>Materials and supplies will be purchased for additional courses. | High School | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost:<br>$75,000<br>Funding Source(s):<br>Supp/Conc:<br>75,000<br><br>Object<br>1110/3XXX<br>Goal/Action<br>109 |
| | High School | ✓ All | |

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| Identify need for additional Math Support (Algebra I and Algebra II) and possible other subjects.<br><br>Student performance indicators in these subject areas will be used for the formulation of support classes.<br><br>Hire 1 Certificated FTE to provide direct student support.<br><br>Anticipated growth in student achievement to be 2% for students enrolled in the support courses. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $67,000 Funding Source(s): Supp/Conc: 67,000 Object 1110/3XXX Goal/Action 0110 |
| Hire 1 FTE Classified position (EL Para Educator) to provide direct student support in grades 9-12.<br><br>Students needing support will be identified by local assessments. Anticipated growth in academics; 2%. | High School | ✓ All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $45,000 Funding Source(s): Supp/Conc: 45,000<br><br>Object 2110/3XXX Goal/Action 0111 |

<div align="center"><strong>LCAP Year 2</strong>: 2017-18</div>

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| Expected Annual Measurable Outcomes: | Student requests for courses will be reflected in the master schedule (55%); maintain.<br>Passing rate on Advance Placement tests will at 3%.<br>Increase A-G completion rate at 5%.<br>CAHSEE scores, increase by 5%. Suspended by the State in 2015/16.<br>Decrease dropout rate by 5%.<br>Maintain graduation rate at 90% or greater each year.<br>Math Support; maintain student achievement of 4%.<br>Attendance in the Summer Academy will increase 10% over year one.<br>CAASSP scores will be maintained at 2%. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| | High School | ✓ All | |

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| Student driven master schedule.<br><br>Student interests are used to develop the master schedule, identify new course areas based on student interest/s. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $7,000<br>Funding Source(s):<br>Base: 7,000 |
| Block schedule; Implementation of schedule to support extended learning time.<br><br>Estimated cost of prep period buyout; beyond contractual student-teacher time. Anticipated need of two prep period buyouts in 2017/18. | JR/SR High | ✓ All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $35,000<br>Funding Source(s):<br>Supp/Conc: 35,000<br><br>Object 1110/3XXX<br>Goal/Action 0107 |
| Increase the number of A-G courses offered in the Master Schedule to meet student academic needs.<br><br>Add an additional section per academic year based on student survey/request for all students including those with exceptional needs. | JR/SR High | ✓ All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $34,500<br>Funding Source(s):<br>Supp/Conc: 34,500<br><br>Object 1110/3XXX<br>Goal/Action 0108 |
| District to fund additional costs not covered by the ROP/CTE pathways in grades 9-12.<br><br>Additional teacher hired in 2016/17, to increase the number of course offerings. Materials and supplies will be purchased for additional courses. | High School | ✓ All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $100,000<br>Funding Source(s):<br>Supp/Conc: 100,000<br><br>Object 1110/3XXX<br>Goal/Action 0109 |
| | High School | ✓ All | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Identified need for additional Math Support (Algebra I and Algebra II) and possible other subjects.<br><br>Student performance indicators in these subject areas will be used for the formulation of support classes.<br><br>Hire 1 Certificated FTE to provide direct student support.<br><br>Anticipated growth in student achievement to be 2% for students enrolled in the support courses. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $70,000<br>Funding Source(s):<br>Supp/Conc: 67,000<br><br>Object 1110/3XXX<br>Goal/Action 0110 |
| Hire 1 FTE Classified position to provide direct student support in grades 9-12.<br><br>Students needing support will be identified by local assessments. Anticipated growth in academics; 2%. | High School | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $45,000<br>Funding Source(s):<br>Supp/Conc: 45,000<br><br>Object 2110/3XXX<br>Goal/Action 0111 |

**LCAP Year 3**: 2018-19

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| Expected Annual Measurable Outcomes: | Student requests for courses will be reflected in the master schedule (55%); maintain.<br>Passing rate on Advance Placement tests will be maintained at 3%.<br>Maintain A-G completion rate at 5%.<br>CAHSEE scores, increase by 5%. Suspended by the State in 2015/16.<br>Maintain dropout rate at less than 5%.<br>Maintain graduation rate at 90% or greater each year.<br>Math Support; maintain  student achievement rate at  4%.<br>Attendance in the Summer Academy will increase 10% over year two.<br>CAASSP scores will be maintained at 2%. | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| | High School | ✓ All | |

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| Student driven master schedule.<br><br>Student interests are used to develop the master schedule, identify new course areas based on student interest/s. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $7,000<br>Funding Source(s):<br>Base: 7,000 |
| Block schedule; Implementation of schedule to support extended learning time.<br><br>Estimated cost of prep period buyout; beyond contractual student-teacher time. Anticipated need of two prep period buyouts in 2018/19. | JR/SR High | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $35,000<br>Funding Source(s):<br>Supp/Conc: 35,000<br><br>Object 1110/3XXX<br>Goal/Action 0107 |
| Increase the number of A-G courses offered in the Master Schedule to meet student academic needs.<br><br>Add an additional section per academic year based on student survey/request for all students including those with exceptional needs. | JR/SR High | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $34,500<br>Funding Source(s):<br>Supp/Conc: 34,500<br><br>Object 1110/3XXX<br>Goal/Action 0108 |
| District to fund additional costs not covered by the ROP/CTE pathways in grades 9-12.<br><br>Additional teacher hired in 2016/17, to increase the number of course offerings. Materials and supplies will be purchased for additional courses. | High School | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Est.Cost: $100,000<br>Funding Source(s):<br>Supp/Conc: 100,000<br><br>Object 1110/3XXX<br>Goal/Action 0109 |

23

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| Identified need for additional Math Support (Algebra I and Algebra II) and possible other subjects.<br><br>Student performance indicators in these subject areas will be used for the formulation of support classes.<br><br>Hire 1 Certificated FTE to provide direct student support.<br><br>Anticipated growth in student achievement to be 2% for students enrolled in the support courses. | High School | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $75,000<br>Funding Source(s): Supp/Conc: 0<br><br>Object 1110/3XXX Goal/Action 0110 |
| Hire 1 FTE Classified position to provide direct student support in grades 9-12.<br><br>Students needing support will be identified by local assessments. Anticipated growth in academics; 2%. | High School | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $45,000<br>Funding Source(s): Supp/Conc: 45,000<br><br>Object 2110/3XXX Goal/Action 0111 |

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| **GOAL:** | Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.<br> (*1c) Improve literacy for all students in grades TK-12.Increase the number of students ready to access grade level reading curriculum.* | Related State and/or Local Priorities:<br>1_x_ 2 ✓ 3__ 4 ✓ 5__ 6__ 7_x_ 8__<br>COE only:  9__  10__<br>Local : Specify _____ |
| Identified Need : | **Identified Need:** TK-12 Literacy rates to exceed the state average.<br>**Metric:** Curriculum ( Common Core ) , Implementation, Local Test ( Program Benchmarks, Local Assessments) | |
| Goal Applies to: | Schools:    All | |
| | Applicable Pupil Subgroups:        All; including those students with exceptional needs and unduplicated students. | |

**LCAP Year 1**: 2016-17

| Expected Annual Measurable Outcomes: | Student performance in Language Arts is measured by program benchmarks and other local assessments, anticipated student growth is 4%. 7th and 8th grade students enrolled in Language Arts plus lab class; increase number of students passing each semester by 5%. CAASSP increase of 2% over baseline year student score of meeting the standard. API not available; no state test scores. Re-classification rate of English Learners will increase 5% in grade 3-12 over the baseline. Student overall score on California English Language Development Test will increase by 5% each academic year. Increase the number of students passing the Advance Placement exam with a 3 or higher by 3%. Students enrolled in SIPPS intervention (K-4) will pass level exams, increase of 6% over year one. CTE was addressed in Goal Area 1, 1b. Increase in student performance on Common Core State Standards of 2%. Increase the number of students entering 1st grade ready to read or reading by 5%, baseline established in 2015/16. Early Assessment Program; Ready for College English increase of 3% each academic year. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 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.<br><br>Student growth measured by state assessment, CELDT. Each student score will grow by 5% each year on the overall score. | JR/SR High | __All<br><br>OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $150,000<br>Funding Source(s):<br>Base: 100,000<br>Supp/Conc: 50,000<br><br>Object 1110/3XXX<br>Goal/Action 0112 |
| 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.<br><br>Increase of students passing both courses each semester by 5%.<br><br>Comparison of baseline data that was established in 2015/16. | JR/SR High | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $224,000<br>Funding Source(s):<br>Base: 224,000<br><br>Object 1110/3XXX |
|  | Elementary | ✓ All |  |

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| District determined need for increase of instructional minutes in 2015/16. Implementation of program to meet student needs in Transitional Kindergarten (2) and Kindergarten (5).<br><br>Increase the number of students (5%) entering 1st grade reading or ready to read as identified by local assessments.<br><br>District will cover the cost of students who have not reached the age of 5. Data will be reported out through the Annual Update. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $120,000 Funding Source(s): Supp/Conc: 120,000<br><br>Object 1110/3XXX Goal/Action 0113 |
| Increase the number of Advance Placement course offerings by one section for 2016/17. Additional sections; AP Art History and AP European History.<br><br>Increase the number of students taking Advance Placement courses.<br><br>Increase the number of students passing the Advance Placement exam with 3 or higher.<br><br>Compare scores to the baseline from 2015/16. Anticipated growth is 3% over the previous year.<br><br>Scores will be reported out through the Annual Update. | High School | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $70,000 Funding Source(s): Supp/Conc: 70,000<br><br>Object 1110/3XXX Goal/Action 0114 |
| Ongoing assessment of the Language Arts program and impact on reading readiness and ability to access grade level content area.<br><br>In/Out school intervention to increase student achievement, Para-educators time, increase student access to book collections of expository text in the form of classroom libraries | Elementary | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $200,000 Funding Source(s): Supp/Conc: 200,000 |

| | | | Object 1110/3XXX |
|---|---|---|---|
| and Common Core Assessments.<br> Each grade level established local assessment/s to measure progress by in 2015/16.<br><br>Anticipated student growth is 4% for each grade level on the identified local assessment/s. Data will be reported out through the Annual Update. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Early Assessment Program; student scores will increase by 3% in the Ready for College English category, each academic year. | High School | ✓ All _____<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $0<br>Funding Source(s): |

| LCAP Year 2: 2017-18 | |
|---|---|
| Expected Annual Measurable Outcomes: | Student performance in Language Arts is measured by program benchmarks and other local assessments, anticipated student growth is 6%.<br>7th and 8th grade students enrolled in Language Arts plus lab class; increase number of students passing each semester by 7%.<br>CAASSP maintained at 2% over baseline year student score of meeting the standard.<br>API not available; no state test scores.<br>Re-classification rate of English Learners will increase 5% in grade 3-12 over the baseline.<br>Student overall score on California English Language Development Test will be maintained at 5% each academic year.<br>Maintain the number of students passing the Advance Placement exam with a 3 or higher by 4%.<br>Students enrolled in SIPPS intervention (K-4) will pass level exams, increase of 8% over year one.<br>CTE was addressed in Goal Area 1, 1b.<br>Maintain student performance on Common Core State Standards at 5%.<br>Maintain the number of students entering 1st grade ready to read or reading by 5%, baseline established in 2015/16.<br>Early Assessment Program; Ready for College English increase of 3% each academic year. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| | JR/SR High | __All | |

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| 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.<br><br>Student growth measured by state assessment, CELDT. Each student score will grow by 5% each year on the overall score. | | OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost:<br>$150,000<br>Funding Source(s):<br>Base: 100,000<br>Supp/Conc: 50,000<br><br>Object 1110/3XXX<br>Goal/Action 0112 |
| 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.<br><br>Increase of students passing both courses each semester by 5%.<br><br>Comparison of baseline data that was established in 2015/16 and 2016/17. | JR/SR High | ✓ All<br><br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost:<br>$225,000<br>Funding Source(s):<br>Base: 225,000<br><br>Object 1110/3XXX |
| District determined need for increase of instructional minutes in 2015/16. Implementation of program to meet student needs in Transitional Kindergarten (2) and Kindergarten (5).<br><br>Increase the number of students (5%) entering 1st grade reading or ready to read as identified by local assessments.<br><br>District will cover the cost of students who have not reached the age of 5. Data will be reported out through the Annual Update. | Elementary | ✓ All<br><br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost:<br>$120,000<br>Funding Source(s):<br>Supp/Conc: 120,000<br><br>Object 1110/3XXX<br>Goal/Action 0113 |
| | High School | ✓ All | |

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| Increase the number of Advance Placement course offering by one section each year.<br><br>Increase the number of students taking Advance Placement courses.<br><br>Increase the number of students passing the Advance Placement exam with 3 or higher.<br><br>Compare scores to the previous year. Anticipated growth is 3% over the previous year.<br><br>Scores will be reported out through the Annual Update. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $75,000<br>Funding Source(s):<br>Supp/Conc: 75,000<br><br>Object 1110/3XXX<br>Goal/Action 0114 |
| Ongoing assessment of the Language Arts program and impact on reading readiness and ability to access grade level content area.<br><br>In/Out school intervention to increase student achievement, Para-educators time, increase student access to book collections of expository text in the form of classroom libraries and Common Core Assessments.<br><br>Each grade level established local assessment/s to measure progress by comparison of 2015/16, 2016/17 and 2017/18.<br><br>Anticipated student growth is 4% for each grade level on the identified local assessment/s. Data will be reported out through the Annual Update. | Elementary | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____<br><br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $200,000<br>Funding Source(s):<br>Base: 200,000<br><br>Object 1110/3XXX |
| | High School | ✓ All | |

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| Early Assessment Program; student scores will increase by 3% in the Ready for College English category, each academic year. | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Est.Cost: $0<br>Funding Source(s): |

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| **LCAP Year 3**: 2018-19 | |

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| Expected Annual Measurable Outcomes: | Student performance in Language Arts is measured by program benchmarks and other local assessments, ,maintain student growth at 6%.<br>7th and 8th grade students enrolled in Language Arts plus lab class; maintain number of students passing each semester by 7%.<br>CAASSP increase of 2% over baseline year student score of meeting the standard.<br>API not available; no state test scores.<br>Re-classification rate of English Learners will be maintained at 5% in grade 3-12 over the baseline.<br>Student overall score on California English Language Development Test will be maintained at 5% each academic year.<br>Maintain the number of students passing the Advance Placement exam with a 3 or higher by 4%.<br>Students enrolled in SIPPS intervention (K-4) will pass level exams, maintain growth of 8% over year one.<br>CTE was addressed in Goal Area 1, 1b.<br>Maintain student performance on Common Core State Standards of 5%.<br>Maintain the number of students entering 1st grade ready to read or reading by 5%, baseline established in 2015/16.<br>Early Assessment Program; Ready for College English maintain at 3% each academic year. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 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.<br><br>Student growth measured by state assessment, CELDT. Each student score will grow by 5% each year on the overall score. | JR/SR High | __All<br>OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $150,000<br>Funding Source(s):<br>Base: 0<br>Supp/Conc: 50,000<br><br>Object 1110/3XXX<br>Goal/Action 0112 |
| | JR/SR High | ✓ All | |

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| 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.<br><br>Increase of students passing both courses each semester by 5%.<br><br>Comparison of baseline data that was established in 2015/16, 2016/17 and 2018/19. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $224,000<br>Funding Source(s):<br>Base: 224,000<br><br>Object 1110/3XXX |
| District determined need for increase of instructional minutes in 2015/16. Implementation of program to meet student needs in Transitional Kindergarten (2) and Kindergarten (5).<br><br>Increase the number of students (5%) entering 1st grade reading or ready to read as identified by local assessments.<br><br>District will cover the cost of students who have not reached the age of 5. Data will be reported out through the Annual Update. | Elementary | ✓ All<br><br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $75,000<br>Funding Source(s):$120,000<br>Supp/Conc: 120,000<br><br>Object 1110/3XXX<br>Goal/Action 0113 |
| Increase the number of course offerings by one section each year.<br><br>Increase the number of students taking Advance Placement courses.<br><br> Increase the number of students passing the Advance Placement exam with 3 or higher.<br><br>Compare scores to previous year. Anticipated growth is 3% over the previous year.<br><br>Scores will be reported out through the Annual Update. | High School | ✓ All<br><br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $80,000<br>Funding Source(s):<br>Supp/Conc: 80,000<br><br>Object 1110/3XXX<br>Goal/Action 0114 |
| | Elementary | ✓ All | |

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| Ongoing assessment of the Language Arts program and impact on reading readiness and ability to access grade level content area.<br><br>In/Out school intervention to increase student achievement, Para-educators time, increase student access to book collections of expository text in the form of classroom libraries and Common Core Assessments.<br><br>Each grade level established local assessment/s to measure progress by comparison of 2015/16, 2016/17, 2017/18 and 2018/19.<br><br>Anticipated student growth is 4% for each grade level on the identified local assessment/s. Data will be reported out through the Annual Update. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $200,000<br>Funding Source(s):<br>Base: 200,000<br><br>Object 1110/3XXX |
| Early Assessment Program; student scores will increase by 3% in the Ready for College English category, each academic year. | High School | ✓ All<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Est.Cost: $0<br>Funding Source(s): |

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| **GOAL:** | Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.<br>*(1d) Improve School Readiness.* | | Related State and/or Local Priorities:<br>1__ 2__ 3 ✓ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| **Identified Need :** | **Identified Need:** Increase the number of students entering Transitional Kindergarten and Kindergarten grade level ready as determined by the registration tool.<br>**Metric:** Curriculum ( Implementation of Common Core Standards) , Other ( Registration Tool) , Parent Engagement Events ( Common Core, School Readiness) , Training ( Parent Training) | | |
| **Goal Applies to:** | Schools: | All | |
| | Applicable Pupil Subgroups: | All; including those students with exceptional needs and unduplicated students. | |

**LCAP Year 1**: 2016-17

| Expected Annual Measurable Outcomes: | Parent Information Meetings: Increase participation by 5%.<br>Parent Nights to meet identified needs of parents, including unduplicated students and those with exceptional needs. Increase participation 10% from the previous year.<br>Registration Process: 2% of students are passing exam with a proficient score.<br>Registration Tool: Incoming students scores accurately reflect their abilities (5%) | | | |
|---|---|---|---|---|
| **Actions/Services** | | **Scope of Service** | **Pupils to be served within identified scope of service** | **Budgeted Expenditures** |
| Provide parent information meetings for incoming Transitional Kindergarten and Kindergarten students in the Spring. In collaboration with the County offer programs to support early exposure for increased success in school. Program; **Footsteps to Brilliance**<br><br>Increase scores of students entering Kindergarten by 4% as determined by local assessments. Increase parent participation from the previous year by 5%. | | Elementary | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $75,000<br>Funding Source(s): Supp/Conc: 75,000<br><br>Object 5800<br>Goal/Action 0116 |
| Parent Nights will be provided each trimester in grade TK-6. Parents including those with students with exceptional needs will be encouraged to attend.<br><br>Topics will be centered around items that improve attendance, and student performance. | | Elementary | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s): Supp/Conc: 2,000<br><br>Object 4300<br>Goal/Action 0117 |
| **LCAP Year 2**: 2017-18 | | | | |
| Expected Annual Measurable Outcomes: | Parent Information meetings;Maintain participation at 10% over the previous year.<br>Parent Nights to meet identified needs of parents, including those with exceptional needs. Maintain participation 10% from the previous year.<br>Registration Process: 3% of students are passing exam with a proficient score.<br>Registration Tool: Incoming students scores accurately reflect their abilities (5%) | | | |
| **Actions/Services** | | **Scope of Service** | **Pupils to be served within identified scope of service** | **Budgeted Expenditures** |
| | | Elementary | ✓ All | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Provide parent information meetings for incoming Transitional Kindergarten and Kindergarten students in the Spring. In collaboration with the County offer programs to support early exposure for increased success in school. Program; **Footsteps to Brilliance**<br><br>Increase scores of students entering Kindergarten by 4% as determined by local assessments. Increase parent participation from the previous year by 5%. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $75,000<br>Funding Source(s):<br>Supp/Conc: 75,000<br><br>Object 5800<br>Goal/Action 0116 |
| Parent Nights will be provided each trimester in grade TK-6. Parents including those with students with exceptional needs will be encouraged to attend.<br><br>Topics will be centered around items that improve attendance, and student performance. | Elementary | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Supp/Conc: 2,000<br><br>Object 4300<br>Goal/Action 0117 |

**LCAP Year 3**: 2018-19

| Expected Annual Measurable Outcomes: | Parent Information meetings; Maintain participation by 10% over the previous year.<br>Parent Nights to meet identified needs of parents, including those with exceptional needs. Maintain participation at 10% from the previous year.<br>Registration Process: maintain 3% of students are passing exam with a proficient score.<br>Registration Tool: Incoming students scores accurately reflect their abilities (5%) |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Provide parent information meetings for incoming Transitional Kindergarten and Kindergarten students in the Spring. In collaboration with the County offer programs to support early exposure for increased success in school. Program; **Footsteps to Brilliance**<br><br>Increase scores of students entering Kindergarten by 4% as determined by local assessments. Increase parent participation from the previous year by 5%. | Elementary | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $75,000<br>Funding Source(s):<br>Supp/Conc: 75,000<br><br>Object 5800<br>Goal/Action 0116 |
| | Elementary | ✓ All | |

| | | | Est.Cost: $2,000 Funding Source(s): Supp/Conc: 2,000 |
|---|---|---|---|
| Parent Nights will be provided each trimester in grade TK-6. Parents including those with students with exceptional needs will be encouraged to attend.<br><br>Topics will be centered around items that improve attendance, and student performance. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Object 4300 Goal/Action 0117 |

| GOAL: | Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.-<br>***(1e) Improve and refine the Reclassification process for English Language learners.*** | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4 ✓ 5__ 6__ 7__ 8 ✓<br>COE only:  9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | **Identified Need:** Meet AMAO established by the State.<br>**Metric:** EL Reclassification Rate ( Increase reclassification rate) , California State Tests ( CELDT ) , Other ( AMAO Data) |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All; including those students with exceptional needs and unduplicated students. |

| LCAP Year 1: 2016-17 |
|---|

| Expected Annual Measurable Outcomes: | Annual Measurable Achievement Objective (CELDT) I and local assessments; growth of 2%.<br>Annual Measurable Achievement Objective (CELDT) II more than 5 years; growth of 2%.<br>Annual Measurable Achievement Objective (CELDT) II less than 5 years; growth of 2%.<br>Reclassification Process: Increase reclassification rate by 10%, as determined by the English Learner Master Plan.<br>AP and EAP addressed in Goal Area 1b, 1c.<br>College and Career Readiness addressed in Goal Area 1b. |
|---|---|

| 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.<br><br>Each student will make annual growth as determined by the test in AMAO 1.<br><br>Anticipated growth is 2% each year for the District and individual site. | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $10,000 Funding Source(s): Base: 10,000<br><br>Goal 5800 |
| | LEA-wide | __All | |

| | | | |
|---|---|---|---|
| Students identified as English Learners; will take the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, less than 5 years.<br><br>Anticipated growth is 2% each year for the District and individual sites. | | OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Supp/Conc: 2,000<br><br>Object 5800<br>Goal/Action 0118 |
| Students identified as English Learners; will take the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by the test. in Annual Measurable Achievement Objective II, more than 5 years.<br><br>Anticipated growth is 2% each year for the District and individual sites. | LEA-wide | __All<br><br>OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Supp/Conc: 2,000<br><br>Object 5800<br>Goal/Action 0119 |

**LCAP Year 2**: 2017-18

| Expected Annual Measurable Outcomes: | Annual Measurable Achievement Objective (CELDT) I and local assessments; maintain growth of 2%.<br>Annual Measurable Achievement Objective (CELDT) II more than 5 years; maintain growth of 6%.<br>Annual Measurable Achievement Objective (CELDT) II less than 5 years; maintain growth of 2%.<br>Reclassification Process: Maintain reclassification rate at 13%, as determined by the English Learner Master Plan.<br>AP and EAP addressed in Goal Area 1b, 1c.<br>College and Career Readiness addressed in Goal Area 1b. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| | LEA-wide | ✓ All | |

| | | | |
|---|---|---|---|
| Students identified as English Learners; will take the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by the test in AMAO 1.<br><br>Anticipated growth is 2% each year for the District and individual site. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $10,000<br>Funding Source(s):<br>Base: 10,000<br><br>Object 5800 |
| Students identified as English Learners; will take the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, less than 5 years.<br><br>Anticipated growth is 2% each year for the District and individual sites. | LEA-wide | __All<br><br>OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Supp/Conc: 2,000<br><br>Object 5800<br>Goal/Action 0118 |
| Students identified as English Learners; will take the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by the test. in Annual Measurable Achievement Objective II, more than 5 years.<br><br>Anticipated growth is 2% each year for the District and individual sites. | LEA-wide | __All<br><br>OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Supp/Conc: 2,000<br><br>Object 5800<br>Goal/Action 0119 |

**LCAP Year 3**: 2018-19

| Expected Annual Measurable Outcomes: | Annual Measurable Achievement Objective (CELDT) I and local assessments; maintain growth of 2%.<br>Annual Measurable Achievement Objective (CELDT) II more than 5 years; maintain growth of 6%.<br>Annual Measurable Achievement Objective (CELDT) II less than 5 years; maintain growth of 2%.<br>Reclassification Process: Maintain reclassification rate by 13%, as determined by the English Learner Master Plan.<br>AP and EAP addressed in Goal Area 1b, 1c.<br>College and Career Readiness addressed in Goal Area 1b. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| | LEA-wide | ✓ All | |

| Measurable Outcomes | Scope | Pupils to be Served | Est. Cost / Funding |
|---|---|---|---|
| Students identified as English Learners; will take the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by the test in AMAO 1.<br><br>Anticipated growth is 2% each year for the District and individual site. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $10,000<br>Funding Source(s):<br>Base: 10,000<br><br>Object 5800 |
| Students identified as English Learners; will take the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, less than 5 years.<br><br>Anticipated growth is 2% each year for the District and individual sites. | LEA-wide | __All<br><br>OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Supp/Conc: 2,000<br><br>Object 5800<br>Goal/Action 0118 |
| Students identified as English Learners; will take the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by the test. in Annual Measurable Achievement Objective II, more than 5 years.<br><br>Anticipated growth is 2% each year for the District and individual sites. | LEA-wide | __All<br><br>OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Supp/Conc: 2,000<br><br>Object 5800<br>Goal/Action 0119 |

| 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.<br> *(2a) Improve school climate by increasing student achievement with clear articulation of student behaviors.* | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6 ✓ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|
| Identified Need : | **Identified Need:** student Behaviors<br>**Metric:** School Attendance Rates ( Attendance Rate ) , Suspension Rate ( Analysis of data: Comparison to 14/15) , Expulsion Rate ( Analysis of data from previous years) , Other ( Referral of Student Behaviors to Administration) , Parent Climate Survey ( Identified Priority ) , Training ( On Site Training for Teachers) | |
| Goal Applies to: | Schools:  All | |
| | Applicable Pupil Subgroups:  All; including those with exceptional needs and unduplicated students. | |

**LCAP Year 1**: 2016-17

| Expected Annual Measurable Outcomes: | Increase of 2% Student Attendance Rate.<br>Decrease of 2% in Suspension Rate.<br>Decrease of 2% in Expulsion Rate.<br>Increase number of parents completing Parent Climate Survey by 5%.<br>Teach Like a Champion; decrease in student referrals to Administration by 3%.<br>Music Instruction; 3% growth on local assessments<br>Physical Education: 5% increase in scores on physical fitness test. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Year Two of behavioral program implementation, Teach Like a Champion. Focus strategies; STAR, Do Now, Threshold and Ratio.<br><br>Analyze impact on students' behaviors, decrease of referrals by 3%. To be reported out through the Annual Update. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $5,000 Funding Source(s): Supp/Conc: 5,000<br><br>Object 5200 Goal/Action 0201 |
| Hire Music Instruction measure impact on other content areas through local assessments. | Elementary | ✓ All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____<br>__ Other Subgroups:(Specify)_____ | Est.Cost: $67,000 Funding Source(s): Supp/Conc: 67,000<br><br>Object 1110/3XXX Goal/Action 0202 |
|  | Elementary | ✓ All |  |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Hired 2 FTE to service students in grades K-5, 2 sections of PE instruction from secondary staff.<br><br>Analyze impact of PE instruction for students in grade K-12 on state physical fitness test. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $134,000<br>Funding Source(s):<br>Supp/Conc: 134,000<br><br>Object 1110/3XXX<br>Goal/Action 0203 |
| Recognition of classified and certificated staff on a yearly basis in WUSD Board Meetings and at District event. | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Base: 2,000<br><br>Object 4300 |

**LCAP Year 2**: 2017-18

| Expected Annual Measurable Outcomes: | Maintain increase of 2% Student Attendance Rate.<br>Maintain decrease of 2% in Suspension Rate.<br>Maintain decrease of 2% in Expulsion Rate.<br>Maintain number of parents completing Parent Climate Survey by 5%.<br>Teach Like a Champion; maintain decrease in student referrals to Administration by 5%.<br>Music Instruction; maintain 3% growth on local assessments<br>Physical Education: maintain 5% increase in scores on physical fitness test. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Year Three of behavioral program implementation, Teach Like a Champion. Focus strategies; STAR, Do Now, Threshold and Ratio.<br><br>Analyze impact on students' behaviors, decrease of referrals by 3%. To be reported out through the Annual Update. | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $5,000<br>Funding Source(s):<br>Supp/Conc: 5,000<br><br>Object 5200<br>Goal/Action 0201 |
| | Elementary | ✓ All | |

| | | | Est.Cost: $75,000 Funding Source(s): Supp/Conc: 75,000 |
|---|---|---|---|
| Analyze impact of Music Instruction on other content areas through local assessments.<br><br>Baseline year, data will used as a comparison for the 2016/17 school year. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $75,000 Funding Source(s): Supp/Conc: 75,000<br><br>Object 1110/3XXX Goal/Action 0202 |
| Analyze impact of PE Instruction.<br><br>Analysis impact of PE instruction on state physical fitness test. Compare to scores received in 2016/17, anticipated growth is 5%. | Elementary | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Est.Cost: $134,000 Funding Source(s): Supp/Conc: 134,000<br><br>Object 1110/3XXX Goal/Action 0203 |
| Recognition of classified and certificated staff on a yearly basis in WUSD Board Meetings and at District event. | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $2,000 Funding Source(s): Base: 2,000<br><br>Object 4300 |

**LCAP Year 3**: 2018-19

| Expected Annual Measurable Outcomes: | Maintain increase of 2% Student Attendance Rate.<br>Maintain decrease of 2% in Suspension Rate.<br>Maintain decrease of 2% in Expulsion Rate.<br>Maintain number of parents completing Parent Climate Survey by 5%.<br>Teach Like a Champion; maintain decrease in student referrals to Administration by 5%.<br>Music Instruction; maintain 3% growth on local assessments<br>Physical Education: maintain 5% increase in scores on physical fitness test. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Year Three of behavioral program implementation, Teach Like a Champion. Focus strategies; STAR, Do Now, Threshold and Ratio.<br><br>Analyze impact on students' behaviors, decrease of referrals by 3%. To be reported out through the Annual Update. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $5,000<br>Funding Source(s):<br>Supp/Conc: 5,000<br><br>Object 5200<br>Goal/Action 0201 |
| Analyze impact of Music Instruction on other content areas through local assessments.<br><br>Baseline year, data will used as a comparison for the 2016/17 and 2017/18 school year. | Elementary | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Est.Cost: $80,000<br>Funding Source(s):<br>Supp/Conc: 80,000<br><br>Object 1110/3XXX<br>Goal/Action 0202 |
| Analyze impact of PE Instruction.<br><br>Analysis impact of PE instruction on state physical fitness test. Compare to scores received in 2017/18, anticipated growth is 5%. | Elementary | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Est.Cost: $134,000<br>Funding Source(s):<br>Supp/Conc: 134,000<br><br>Object 1110/3XXX<br>Goal/Action 0203 |
| Recognition of classified and certificated staff on a yearly basis in WUSD Board Meetings and at District event. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Base: 2,000<br><br>Object 4300 |

| 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.-<br>**(2b) Support of socio-emotional development of students.** | Related State and/or Local Priorities:<br>1 __ 2__ 3__ 4__ 5 ✓ 6__ 7__ 8<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | **Identified Need:** Students seeking counseling.<br>Prevention of drug use/suspension of drug use.<br>Number of students identified as paid or reduced meal program.<br>**Metric:** School Attendance Rates, Dropout Rate, Other ( Decrease number of students seeking additional counseling services) |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All; including those with exceptional needs and unduplicated students. |

| **LCAP Year 1**: 2016-17 |
|---|

| Expected Annual Measurable Outcomes: | Increase school attendance rates by 2%.<br>Decrease dropout rate by 2%, in grades 9-12.<br>Decrease dropout rate by 2% in grades 7-8.<br>Decrease number of students seeking additional counseling services.<br>Decrease number of students with chronic absenteeism in grades 7-8 (JR High) and 9-12 (SR. High), by 2% each year.<br>Drug detection; 3% decrease of students referred/suspected of drug use/possession.<br>Free Meal Option; increase in students served by over 40% in 2015/16. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Employment of two counselorson contract for one on one and group services to students in grades TK-12.<br><br>Specifically targeting identified subgroups; foster-youth and homeless. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) x _Homeless and Foster Youth | Est.Cost: $32,000<br>Funding Source(s):<br>Other: 6,000<br>Supp/Conc: 26,000<br><br>Object 5800<br>Goal/Action 0204 |
| | High School | ✓ All | |

| | | | |
|---|---|---|---|
| Use of vendor for drug detection on campus.<br><br>Decrease number of students referred/suspected of drug use/possession of by 3%. Reported out through the Annual Update and site administration report. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $7,000<br>Funding Source(s):<br>Supp/Conc: 7,000<br><br>Object 5800<br>Goal/Action 0205 |
| The District will provide the additional funds necessary to provide all students meals at no cost.<br><br>Number of students served meals will be compared each month to prior year's count.<br><br>In the 2015/16 will be compared to 2014/15, anticipated increase of 8% at each serving facility. Growth exceeded 40%.<br><br>Reported out in the Annual Update process and the monthly Food Services report. | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $105,000<br>Funding Source(s):<br>Base: 10,000<br>Supp/Conc: 55,000<br><br>Object 7616<br>Goal/Action 0206 |

<table>
<tr><td colspan="4" align="center"><strong>LCAP Year 2</strong>: 2017-18</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="3">Maintain increase school attendance rates by 2%.<br>Maintain dropout rate of 2%, in grades 9-12.<br>Maintain dropout rate of 2% in grades 7-8.<br>Decrease number of students seeking additional counseling services.<br>Maintain decrease in number of students with chronic absenteeism in grades 7-8 (JR High) and 9-12 (SR. High), by 2% each year.<br>Maintain decrease in number of students seeking additional counseling services.<br>Drug detection; maintain 5% decrease of students referred/suspected of drug use/possession.<br>Free Meal Option; maintain increase in students served by 9%.</td>
</tr>
<tr>
<td colspan="2" align="center">Actions/Services</td>
<td>Scope of Service</td>
<td align="center">Pupils to be served within identified scope of service</td>
<td align="center">Budgeted Expenditures</td>
</tr>
<tr>
<td colspan="2"></td>
<td>LEA-wide</td>
<td>✓ All</td>
<td></td>
</tr>
</table>

| | | | Est.Cost |
|---|---|---|---|
| Employment of two counselors on contract for one on one, group and family counseling to families and students in grades TK-12.

Specifically targeting identified subgroups; foster-youth and homeless. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)____Homeless_____ | Est.Cost: $32,000<br>Funding Source(s):<br>Other: 6,000<br>Supp/Conc: 26,000<br><br>Object 5800<br>Goal/Action 0204 |
| Use of vendor for drug detection on campus.

Decrease number of students referred/suspected of drug use/possession of by 3%.

Reported out through the Annual Update and site administration report. | High School | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $7,000<br>Funding Source(s):<br>Supp/Conc: 7,000<br><br>Object 5800<br>Goal/Action 0205 |
| 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 2016/17, anticipated increase of 9% at each serving facility. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Est.Cost: $105,000<br>Funding Source(s):<br>Base: 10,000<br>Supp/Conc: 55,000<br><br>Object 7616<br>Goal/Action 0206 |

| | |
|---|---|
| **LCAP Year 3**: 2018-19 | |
| Expected Annual Measurable Outcomes: | Maintain increase school attendance rates by 2%.<br>Maintain dropout rate of 2%, in grades 9-12.<br>Maintain decrease in dropout rate of 2% in grades 7-8.<br>Maintain decrease in number of students seeking additional counseling services.<br>Maintain decrease in number of students with chronic absenteeism in grades 7-8 (JR High) and 9-12 (SR. High), by 2% each year.<br>Drug detection; maintain 5% decrease of students referred/suspected of drug use/possession.<br>Free Meal Option; maintain increase in students served by 9%. |

| 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<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $32,000<br>Funding Source(s):<br>Other: 6,000<br>Supp/Conc: 0<br><br>Object 5800<br>Goal/Action 0204 |
| Use of vendor for drug detection on campus.<br><br>Decrease number of students referred/suspected of drug use/possession of by 3%. Reported out through the Annual Update and site administration report. | High School | ✓All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $7,000<br>Funding Source(s):<br>Supp/Conc: 7,000<br><br>Object 5800<br>Goal/Action 0205 |
| The District will provide the additional funds necessary to provide all students meals at no cost.<br><br>Number of students served meals will be compared each month to prior year's count.<br><br>In the 2016/17 will be compared to 2017/18, anticipated increase of 9% at each serving facility. | LEA-wide | ✓All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $105,000<br>Funding Source(s):<br>Base: 0<br>Supp/Conc: 0<br><br>Object 7616<br>Goal/Action 0206 |

| 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.<br>(*2c*) *Academic achievement will be measured by a system of shared accountability for student achievement with clear performance standards.* | Related State and/or Local Priorities:<br>1 ✓ 2_x_ 3__ 4 _ 5 _ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | **Metric:** Curriculum ( Common Core State Standards) , Implementation ( Intervention programs for student needs) , Observation ( Identify outcomes for improvement) | |
|---|---|---|
| Goal Applies to: | Schools: | All |

| | Applicable Pupil Subgroups: | All; including those with exceptional needs and unduplicated students. | | |
|---|---|---|---|---|

| LCAP Year 1: 2016-17 | | | | |
|---|---|---|---|---|
| Expected Annual Measurable Outcomes: | Data program in year one of implementation in the district. Accountability program for the district, to be implemented. Common Core (Mathematics); integration and implementation at 50%. | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
| Common Core; Language Arts and Mathematics.<br><br>Implementation of 50% of Common Core curriculum in the area of Language Arts and Mathematics. Development of thematic units and projects to increase implementation.<br><br>Alignment of curriculum to be supported through assessments similar to the CAASSP (SBAC).<br><br>Training and Support for staff in identified areas of Common Core.<br><br>Single Plan for Student Achievement at each level include the current level of implementation and the plan to further the goals of the site. Each Single Plan is aligned with the LCAP. Single Plan for Student Achievement will be approved by each site's School Site Council in May and be presented to the Board in June of each school year. | LEA-wide | ✓ All | | Est.Cost: $40,000 Funding Source(s): Supp/Conc: 40,000<br><br>Object 4100 Goal/Action 0207 |
| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| Open Learning Center to meet student needs after school hours.<br><br>Assess utilization of learning center. | LEA-wide | ✓ All | | Est.Cost: $35,000 Funding Source(s): Supp/Conc: 35,000<br><br>Object 2160/3XXX Goal/Action 0208 |
| | | OR: __Low Income pupils  __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |

| LCAP Year 2: 2017-18 | | | | |
|---|---|---|---|---|
| Expected Annual Measurable Outcomes: | Data program in year two of implementation in the district. Increase in student achievement by 5% Accountability program for the district, in year two of implementation. Common Core (Mathematics); integration and implementation at 60%. | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
| Common Core; Language Arts and Mathematics.

Implementation of 60% of Common Core curriculum in the area of Language Arts and Mathematics. Development of thematic units and projects to increase implementation.

Adoption of Common Core Language Arts curriculum.

Training and support in identified areas of Common Core.

Alignment of curriculum to be supported through assessments similar to the CAASSP (SBAC).

Single Plan for Student Achievement at each level include the current level of implementation and the plan to further the goals of the site. Each Single Plan is aligned with the LCAP. Single Plan for Student Achievement will be approved by each site's School Site Council in May and be presented to the Board in June of each school year. | LEA-wide | ✓ All | | Est.Cost: $350,000 Funding Source(s): Supp/Conc: 350,000

Object 4100 Goal/Action 0207 |
| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| Open Learning Center to meet student needs after school hours.

Assess utilization of learning center. | LEA-wide | ✓ All | | Est.Cost: $35,000 Funding Source(s): Supp/Conc: 35,000

Object 2160/3XXX Goal/Action 0208 |
| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |

| LCAP Year 3: 2018-19 | | | | |
|---|---|---|---|---|
| Expected Annual Measurable Outcomes: | Data program in year two of implementation in the district. Maintain increase in student achievement of 5% Accountability program for the district, in year two of implementation. Common Core (Mathematics); integration and implementation at 70%. | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
| Common Core; Language Arts and Mathematics.<br><br>Implementation of 70% of Common Core curriculum in the area of Language Arts and Mathematics. Development of thematic units and projects to increase implementation.<br><br>Year One of Language Arts curriculum implementation.<br><br>Alignment of curriculum to be supported through assessments similar to the CAASSP (SBAC).<br><br>Training and support in the identified areas of Common Core.<br><br>Single Plan for Student Achievement at each level include the current level of implementation and the plan to further the goals of the site. Each Single Plan is aligned with the LCAP. Single Plan for Student Achievement will be approved by each site's School Site Council in May and be presented to the Board in June of each school year. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Est.Cost: $50,000 Funding Source(s): Supp/Conc: 50,000<br><br>Object 4100 Goal/Action 0207 |
| Open Learning Center to meet student needs after school hours.<br><br>Assess utilization of learning center. | LEA-wide | ✓ All<br><br><br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | Est.Cost: $35,000 Funding Source(s): Supp/Conc: 35,000<br><br>Object 2160/3XXX Goal/Action 0208 |

| 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.-<br>*(2d) 21st Century Teaching and Learning* | Related State and/or Local Priorities:<br>1_ 2 ✓ 3_ 4_ 5_ 6_ 7_ 8_<br>COE only:  9_  10_<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | **Identified Need:** 21st Century Teaching and Learning<br>**Metric:** Implementation, Training |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| **LCAP Year 1**: 2016-17 | | | |
|---|---|---|---|

| Expected Annual Measurable Outcomes: | Common Core Math Curriculum; 50%<br>Increase student access to technology.<br>Adoption of Common Core Language Arts Curriculum. | | |
|---|---|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Increase accessibility for students; purchase of computers for labs within individual classrooms.<br><br>Align current Technology Plan to the LCAP.<br><br>Progress towards the goal of one to one connectivity; 50%.<br><br>Estimated cost is associated with purchase of computers and software to support Common Core implementation. | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $50,000<br>Funding Source(s): Supp/Conc: 50,000<br><br>Object 4400 Goal/Action 0209 |

| **LCAP Year 2**: 2017-18 | | | |
|---|---|---|---|

| Expected Annual Measurable Outcomes: | Common Core Math Curriculum; maintain 60% implementation.<br>Maintain increase student access to technology.<br>Common Core Language Arts Curriculum; maintain 30% implementation. | | |
|---|---|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| | LEA-wide | ✓ All | |

| | | | | Est.Cost: $50,000 |
|---|---|---|---|---|
| Increase accessibility for students; purchase of computers for labs within individual classrooms.<br><br>Align current Technology Plan to the LCAP.<br><br>Progress towards the goal of one to one connectivity; 60%. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Funding Source(s):<br>Supp/Conc: 50,000<br><br>Object 4400<br>Goal/Action 0209 |

**LCAP Year 3**: 2018-19

| Expected Annual Measurable Outcomes: | Common Core Math Curriculum; maintain 60% implementation.<br>Maintain increase student access to technology.<br>Common Core Language Arts Curriculum; maintain 30% implementation |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Increase accessibility for students; purchase of computers for labs within individual classrooms.<br><br>Align current Technology Plan to the LCAP.<br><br>Progress towards the goal of one to one connectivity; 70%. | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $50,000<br>Funding Source(s):<br>Supp/Conc: 50,000<br><br>Object 4400<br>Goal/Action 0209 |

| 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.<br>*(3a) Student Recognition Programs/Parental Involvement* | Related State and/or Local Priorities:<br>1__ 2__ 3 ✓ 4 __ 5__ 6__ 7__ 8__<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | **Identified Need:** In ability to establish a quorum at meetings for parent groups.<br>Recognition programs; enhance and increase parental attendance at events.<br>**Metric:** Other ( Student recognition programs) , Parent Climate Survey ( Topics, Calendar) , Parent Engagement Events ( Parent Nights/Training) |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All: including those with exceptional needs and unduplicated students. |

**LCAP Year 1**: 2016-17

| Expected Annual Measurable Outcomes: | Increase participation in established groups by 5% over the prior year (DELAC, PTO, SSC)<br>Parent volunteers/Leaders will be recognized on a yearly basis.<br>Student recognition programs at individual sites.<br>Parent Nights; 4 for the year. | | | |
|---|---|---|---|---|
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Students will be recognized at each site for student achievement.<br><br>Parents leaders/volunteers will be recognized on an annual basis during WUSD Board meetings. | | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Supp/Conc: 2,000<br><br>Object 4300<br>Goal/Action 0301 |
| Increase number of parents participating in established committees by 5% each year.<br><br>Parent Teacher Organization (PTO), School Site Council (SSC) and the District English Learner Committee (DELAC).<br><br>Train participating parents on the purpose and business of each committee. Attendance at conferences to increase awareness and parent knowledge of school business. | | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $1,000<br>Funding Source(s):<br>Supp/Conc: 1,000<br><br>Object 4300<br>Goal/Action 0302 |
| Parent Education Program and Parent Nights<br><br>Training for parents based on identified needs and state requirements. Parent nights to inform on school programs. | | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $5,000<br>Funding Source(s):<br>Supp/Conc: 5,000<br><br>Object 4300<br>Goal/Action 0303 |
| **LCAP Year 2**: 2017-18 | | | | |

| Expected Annual Measurable Outcomes: | Maintain increase participation in established groups by 5% over the prior year (DELAC, PTO, SSC)<br>Parent volunteers/Leaders will be recognized on a yearly basis.<br>Student recognition programs at individual sites.<br>Parent Nights; 5 for the year. | | | |
|---|---|---|---|---|
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Students will be recognized at each site for student achievement.<br><br>Parents leaders/volunteers will be recognized on an annual basis during WUSD Board meetings. | | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $2,000 Funding Source(s): Supp/Conc: 2,000<br><br>Object 4300 Goal/Action 0301 |
| Increase number of parents participating in established committees by 5% each year.<br><br>Parent Teacher Organization (PTO), School Site Council (SSC) and the District English Learner Committee (DELAC).<br><br>Train participating parents on the purpose and business of each committee. Attendance at conferences to increase awareness and parent knowledge of school business. | | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $1,000 Funding Source(s): Supp/Conc: 1,000<br><br>Object 4300 Goal/Action 0302 |
| Parent Education Program and Parent Nights<br><br>Training for parents based on identified needs and state requirements. Parent nights to inform on school programs. | | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $5,000 Funding Source(s): Supp/Conc: 5,000<br><br>Object 4300 Goal/Action 0303 |
| **LCAP Year 3**: 2018-19 | | | | |
| Expected Annual Measurable Outcomes: | Maintain increase participation in established groups by 5% over the prior year (DELAC, PTO, SSC)<br>Parent volunteers/Leaders will be recognized on a yearly basis.<br>Student recognition programs at individual sites.<br>Parent Nights; 5 for the year | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Students will be recognized at each site for student achievement.<br><br>Parents leaders/volunteers will be recognized on an annual basis during WUSD Board meetings. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $2,000<br>Funding Source(s):<br>Supp/Conc: 2,000<br><br>Object 4300<br>Goal/Action 0301 |
| Increase number of parents participating in established committees by 5% each year.<br><br>Parent Teacher Organization (PTO), School Site Council (SSC) and the District English Learner Committee (DELAC).<br><br>Train participating parents on the purpose and business of each committee. Attendance at conferences to increase awareness and parent knowledge of school business. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $1,000<br>Funding Source(s):<br>Supp/Conc: 1,000<br><br>Object 4300<br>Goal/Action 0302 |
| Parent Education Program and Parent Nights<br><br>Training for parents based on identified needs and state requirements. Parent nights to inform on school programs. | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $5,000<br>Funding Source(s):<br>Supp/Conc: 5,000<br><br>Object 4300<br>Goal/Action 0303 |

| GOAL: | Goal Area 4: Williams Unified will align our resources (Fiscal, employee, curriculum and schedules) to meet the educational needs of our students.<br>*(4b) Maintain and Improve facilities.* | Related State and/or Local Priorities:<br>1 ✓ 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only:  9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | **Identified Need:** Improve Safety and accessibility of students and public.<br>**Metric:** Other |
|---|---|
| Goal Applies to: | Schools:     All |
| | Applicable Pupil Subgroups:     All; including those with exceptional needs and unduplicated students. |

| LCAP Year 1: 2016-17 | | | | |
|---|---|---|---|---|
| Expected Annual Measurable Outcomes: | Improvement of an identified area each year, increase overall score of FIT report. | | | |
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Monitor the need to add areas of coverage with the security cameras. Maintenance and replacement of security cameras. | | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $5,000 Funding Source(s): Supp/Conc: 5,000<br><br>Object 5600 Goal/Action 0401 |
| LCAP Year 2: 2017-18 | | | | |
| Expected Annual Measurable Outcomes: | Improvement of an identified area each year, increase overall score of FIT report. | | | |
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Monitor the need to add areas of coverage with the security cameras. Maintenance and replacement of security cameras. | | LEA-wide | ✓ All<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $5,000 Funding Source(s): Supp/Conc: 5,000<br><br>Object 5600 Goal/Action 0401 |
| LCAP Year 3: 2018-19 | | | | |
| Expected Annual Measurable Outcomes: | Improvement of an identified area each year, increase overall score of FIT report. | | | |
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | | LEA-wide | ✓ All | |

| | | | |
|---|---|---|---|
| Monitor the need to add areas of coverage with the security cameras. Maintenance and replacement of security cameras. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $5,000<br>Funding Source(s):<br>Supp/Conc: 5,000<br><br>Object 5600<br>Goal/Action 0401 |

| GOAL: | Goal Area 4: Williams Unified will align our resources (Fiscal, employee, curriculum and schedules) to meet the educational needs of our students.<br>  (*4c)Transportation Home for Students* | Related State and/or Local Priorities:<br>1 __ 2__ 3__ 4__ 5_X 6__ 7__ 8__<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | **Identified Need:** Transportation of students; rural area, safe route to school due to District area.<br>**Metric:** Other |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All; including those with exceptional needs and unduplicated students. |

**LCAP Year 1**: 2016-17

| Expected Annual Measurable Outcomes: | Increase attendance in supplemental  programs due to access. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Ongoing cost of school to home transportation.<br><br>The District will provide multiple routes for those students who live a mile or greater from the school. | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $10,000<br>Funding Source(s):<br>Supp/Conc: 10,000<br><br>Object 2260<br>Goal/Action 0402 |

**LCAP Year 2**: 2017-18

| Expected Annual Measurable Outcomes: | Increase attendance in supplemental programs due to access, by 2% over 2016/17. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

| Ongoing cost of school to home transportation. | LEA-wide | ✓ All | Est.Cost: $10,000 |
| The District will provide multiple routes for those students who live a mile or greater from the school. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Funding Source(s): Supp/Conc: 10,000<br><br>Object 2260<br>Goal/Action 0402 |

| **LCAP Year 3**: 2018-19 |
|---|

| Expected Annual Measurable Outcomes: | Increase attendance in supplemental programs due to access, by 2% over 2017/18. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Ongoing cost of school to home transportation.<br><br>The District will provide multiple routes for those students who live a mile or greater from the school. | LEA-wide | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Est.Cost: $10,000<br>Funding Source(s): Supp/Conc: 10,000<br><br>Object 2260<br>Goal/Action 0402 |

## 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?

58

| Original GOAL from prior year LCAP: | Goal Area 1: Students will graduate from Williams Unified with the necessary skills to enter a career and/or college.<br>**(1a) Improve Consistency of High Quality Instruction in All Classrooms** | Related State and/or Local Priorities:<br>1 ✓ 2 ✓ 3_ 4_x_ 5_ 6_ 7_ 8 ✓<br>COE only: 9_ 10_<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | | All |

| Expected Annual Measurable Outcomes: | The District will establish a plan for Professional Development of Common Core State Standards with input from staff.<br>Employ Highly Qualified Teachers, 85%.<br>Participation of all Probationary I teachers in BTSA/TCIP.<br>Observations/walkthroughs will be completed by Administration for evidence of practice. | Actual Annual Measurable Outcomes: | The District established a plan for Professional Development of Common Core State Standards; Tk-12 Write Tools.<br>Employed Highly Qualified Teachers, at a rate greater than 85%.<br>Formal Evaluations completed on all Probationary I and II teachers.<br>100% of Probationary II teachers are on track to complete credential. Observations/Walkthroughs completed weekly by Administration for evidence of practices. |
|---|---|---|---|

| **LCAP Year**: 2015-16 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual 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.<br>Estimated cost for District contribution. | $12,000 | Probationary I and II teachers participated in the Tri County BTSA/TCIP program to clear their credential as required by the State | 0 |
| Scope of service: | LEA-wide | Scope of service: | LEA-wide |
| ✓ All | | ✓ All | |

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|---|---|---|---|---|
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| All teachers will have access to the Common Core curriculum, through the adoption process. Topics will be identified by staff in collaboration with Administration.<br>Professional Development will be provided to all teachers.<br>Area of focus for Common Core are Critical Thinking, Collaborative Conversations, Creativity and Communication.<br><br>Estimated costs. | | $35,000<br>Object 4100, 4300, 5200, 5800<br>Goal 1110 | Teachers and students have access to Common Core Curriculum. Increase of expository text in grades 2-6. Professional development provided to teachers.<br><br>Reallocate dollars in the 2016/19 LCAP. | $20,000<br>Object 4100, 4300, 5200, 5800<br>Goal 1110 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| District Staff Advisory Committee; comprised of certificated and classified employees.<br><br>Development of group, to provide input to district on professional development and the LCAP.<br><br>Estimated costs. | | $5,000 | Group developed with staff in 2015/16. Committee will be maintained; action and service will be eliminated in the 2016/19 LCAP.<br>No expenditures to date. Reallocate dollars to 2016/19 LCAP. | $0 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| Through negotiations and advisory meetings with certificated and classified staff explore the possibility of Early Release days for the 2016/17 school year.<br><br>Early release days would be for professional development of certificated staff. | $0 | Early release days are in the process of being negotiated. District proposes to utilize current contract hours to defer any additional cost.<br>Action and Service will be eliminated in the 2016/19 LCAP. | $0 |

| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
|---|---|---|---|---|---|
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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|---|---|---|---|
| Hire ELD instructional support for teachers and students in grade spans K-6 and 7-12.<br><br>Interventions will be provided to students based on need as determined by; local criteria.<br><br>2 Full Time (FTE) certificated positions.<br><br>Estimated costs. | $134,000 | No Instructional support hired in 2015/16. Need for the positions will evaluated in-2016/17. Positions will remain open for the 2016/17 school year. Evaluating need for instructional support. | $0 |

| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
|---|---|---|---|---|---|
| __All | | | __All | | |
| OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | | | OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | | |

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|---|---|---|---|---|
| Assessment of current ELD program.<br><br>Utilization of outside service provider to align curriculum, provide professional development, and assess student progress.<br><br>Develop a plan to address student needs.<br><br>Estimated costs. | | $20,000 | Program was evaluated by an outside vendor. Services not utilized in 2015/16 school year.<br><br>Plan for utilization of services, support of teachers and professional development in the 2016/17 school year. | $0 |
| Scope of service: | LEA-wide | | Scope of service: LEA-wide | |
| __All | | | __All | |
| OR:<br>_ Low Income pupils ✓ English Learners<br>_ Foster Youth _ Redesignated fluent English proficient<br>_ Other Subgroups:(Specify)_____ | | | OR:<br>_ Low Income pupils ✓ English Learners<br>_ Foster Youth _ Redesignated fluent English proficient<br>_ Other Subgroups:(Specify)_____ | |
| Identify the need for in class instructional support.<br><br>Anticipated need of credentialed or classified personnel; time equivalent of 20-30 hours per week per identified position.<br><br>Identify baseline data with local assessments.<br><br>Estimated costs. | | $75,000<br>Object 1160,<br>3XXX<br>Goal 1110 | Identified need for instructional support at the 7-12 not at Elementary level. Position has been advertised for the remainder of 2015/16.<br><br>Intervention Specialist Position will be evaluated for 2016/17 based on enrollment and impact on student academic achievement. Need indicated at the JR/SR High not at the Elementary level. | $7,158<br>Object 1160,<br>3XXX<br>Goal 1110 |
| Scope of service: | LEA-Wide | | Scope of service: JR/SR High | |
| ✓ All | | | ✓ All | |
| OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | | OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |

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|---|---|---|---|---|
| Hire TK-3 and 4-6 Reading Specialist to collaborate with Elementary teachers on refinement and extension of the development of a Reading program that addresses Common Core State Standards and student achievement.<br><br>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.<br><br>Metrics will be established for both core and intervention programs.  Estimated costs. | $134,000<br>Object 1110, 3xxx<br>4300<br>Goal 1110 | 2 FTE Reading Specialists hired in 2015/16. Development of comprehensive Language Arts program that supports students through intervention and enrichment. Positions will be maintained in 2016/17.<br>Local assessments; DIBELS, SRI. Data reports to staff and board, three times per year by Administration.<br>Reallocation of dollars from other goal areas to meet the fiscal allocation. | $213,000<br>Object 1110, 3xxx<br>4300<br>Goal 1110 |

| Scope of service: | Elementary | | Scope of service: | Elementary | |
|---|---|---|---|---|---|
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| | | | | |
|---|---|---|---|---|
| Write Tools Curriculum and Professional Development; Implementation of the strategies K-12.<br><br>Increase use of writing strategies across the curriculum with a focus on Common Core State Standards.<br><br>Establish a baseline with local writing assessment/s; creation of rubrics to assess student writing samples. | $57,000<br>Object 5800<br>Goal 1110 | Write Tools training, TK-12.Total of 8 days of Professional Development per site.<br>Rubric developed for assessing student progress with Common Core standards.<br>Maintain training in 2016/17. Production of assessment calendar and data, district wide. | $6,100<br>Object 5800<br>Goal 1110 |

| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
|---|---|---|---|---|---|
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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|---|---|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The District will make the following changes to action/services based on input from stakeholders to improve high quality instruction;<br>1. Reallocate dollars to areas with an identified need, dollars will remain in the 2016/19 LCAP.<br>2. Direct Instruction and support of a/the Language program will be evaluated by the District at all levels.<br>3. Expected Annual Measurable Outcomes have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>4. Scope of Service revised and updated based on information derived from stakeholders.<br>5. Priorities will be revised in 2016/17 to reflect the needs of students.<br>6. Tracking expenditures by goal area, within each sub-goal. |

| Original GOAL from prior year LCAP: | Goal Area 1: Students will graduate from Williams Unified with the necessary skills to enter a career and/or college. –<br>**(1b) Master schedule and access to courses that support college and career readiness.** | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_X_ 5 ✓ 6__ 7 ✓ 8__<br>COE only:  9__ 10__<br>Local : Specify _____ |

| Goal Applies to: | Schools: | JR/SR High |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | Student requests for courses will be reflected in the master schedule (55%)<br>Passing rate on Advance Placement tests will increase by 3%.<br>Increase A-G completion rate by 5%.<br>CAHSEE scores, increase by 5%. Suspended by the State in 2015/16.<br>Decrease dropout rate by 5%. | Actual Annual Measurable Outcomes: | Student requests for courses reflected in the master schedule; 85%.<br>Passing rate on Advance Placement tests will increase by 3% to be reported in 2016/17.<br>Increase A-G completion rate by 5% to be reported in 2016/17.<br>CAHSEE scores, increase by 5%. Suspended by the State in 2015/16.<br>Decrease dropout rate by 5%, in 2014/15 the drop- out rate was less than 1%.<br>Maintain graduation rate at 90% or greater each year; 2014/15 rate was 100% |

**LCAP Year**: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| | | | | |
|---|---|---|---|---|
| Students will be surveyed each year.<br><br>Student interests are used to develop the master schedule, identify new course areas.<br><br>Estimated cost is the percentage of counseling time (10%) to develop schedule. | $7,000 | Students were surveyed by an outside vendor in November of 2015. Information was included in District Needs Assessment.<br><br>Students complete course requests each year for course offerings. Requests are used to generate the master schedule. No costs associated with this action and service. Reallocate dollars to 2016/19 LCAP. | $0 |

| Scope of service: | High School | |
|---|---|---|
| ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| Scope of service: | High School | |
|---|---|---|
| ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| | | | | |
|---|---|---|---|---|
| Block schedule; Implementation of schedule to support extended learning time.<br><br>Estimated cost of prep period buyout; beyond contractual student-teacher time. | $35,000<br>Object 1110, 3xxx<br>Goal 1110 | 8 Sections of Prep-Period Buyout - 1.25 FTE<br>2 Periods will be utilized in 2016/19 LCAP. | $75,000<br>Object 1110, 3xxx<br>Goal 1110 |

| Scope of service: | JR/SR High | |
|---|---|---|
| ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | |

| Scope of service: | JR/SR High | |
|---|---|---|
| ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| | | | | |
|---|---|---|---|---|
| Collaboration with Woodland Community College to offer Dual Enrollment courses on campus. | $0 | Courses (2) will be offered on the Jr/Sr High campus in 2016/17. No cost associated with increased service with students. | $0 |

| Scope of service: | High School | | Scope of service: | High School |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Increase the number of A-G courses/sections offered in the Master Schedule.<br><br>Add one course/section per academic year based on student surveys/request, for all students including those with exceptional needs.<br><br>Estimated cost of prep period buyout, beyond contractual time. | $11,500<br>Object 1110,<br>3XXX<br>Goal 1110 | | In 2014/15; 28 A-G courses were offered, 68 sections in the Master Schedule.<br>In the 2015/16 28  A-G courses were offered; 69 sections. An increase of one section for the year. To meet the needs of all students including those with exceptional needs. | $11,500<br>Object 1110,<br>3XXX<br>Goal 1110 |
| Scope of service: | High School | | Scope of service: | High School | |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| Sac State Summer Academy for High School Students.<br><br>Summer courses will be offered to students with a 3.0 grade point average, as an enrichment opportunity.<br><br>Students' courses will be based on student preference. Estimated costs. | $16,500<br>Object 1160,<br>3XXX<br>Goal 1110 | | Action and Service will be eliminated. Need has been indicated in enrollment in local community college summer school program. Funds will be utilized in 2015/16 to support student enrollment in the summer program, 2016/19 LCAP. | $15,000<br>Object 1160,<br>3XXX<br>Goal 1110 |
| Scope of service: | High School | | Scope of service: | High School | |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| | | | | |
|---|---|---|---|---|
| District (40%)to fund for ROP/CTE pathways in grades 9-12.<br><br>State will discontinue funding for the program in the 2017/18 school year.<br><br>Estimated cost of 40% of current funding from the state. | | $45,000 | The District will reallocate the dollars for this action and service to the 2016/19 LCAP to continue support of the ROP/CTE pathways in grades 9-12. | $0 |
| Scope of service: | High School | | Scope of service: | High School |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 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.<br><br>Survey students for interest in other Foreign Languages, identify sources for instruction. Estimated costs. | | $67,000 | Course requests do not indicate a need for this position in the 2016/17 school year. The position will not be filled.<br>Need indicated in Mathematics. | $0 |
| Scope of service: | High School | | Scope of service: | High School |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| Identify need for additional Math Support (Algebra I) and possible other subjects.<br><br>Student performance indicators in these subject areas will be used for the formulation of support classes.<br><br>Hire 1 Certificated FTE or 1 FTE Classified position to provide direct student support. | | $67,000 | Need indicated by local assessments, grades and number of students repeating course work. 1 Certificated FTE to be hired for support in Algebra I and Algebra II. | $0 |

| Scope of service: | High School | | Scope of service: | High School | |
|---|---|---|---|---|---|
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient _Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Identify need for additional Language Arts support in the form  of a Lab class.<br><br>Hire 1 Certificated FTE or 1 FTE Classified position to provide direct student support. | | $67,000 | Need not identified in 2015/16 .Combine with action/service in Block schedule and ELD instructional support. Reallocate dollars to 2016/19 LCAP. | | $0 |
| Scope of service: | High School | | Scope of service: | High School | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__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? | The District will make the following changes to action/services based on input from stakeholders to increase course access;<br>1. The Foreign Language position will not be filled in the 2016/17 school year based on student course requests.<br>2. Algebra I and II support classes will be offered in 2016/17; a Math position will be filled to address identified student need.<br>3. Graduation rate to be maintained at 90%.<br>4. Goals to address students with exceptional needs.<br>5. Course requests do not indicate need for additional foreign language.<br>6. Sac State Academy eliminated. Students enrolled in the local community college.<br>7. Expected Annual Measurable Outcomes have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>8. Tracking expenditures by goal area, within each sub-goal.<br>9. Priorities will be revised in 2016/17 to reflect the needs of all students. | | | | |

| Original GOAL from prior year LCAP: | Goal Area 1: Students will graduate from Williams Unified with the necessary skills to enter a career and/or college. – **(1c) Improve literacy for all students in grades TK-12.Increase the number of students ready to access grade level reading curriculum.** | Related State and/or Local Priorities: 1_x_ 2 ✓ 3__ 4 ✓ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | Ongoing assessment of Language Arts curriculum. Student performance is measured by program benchmarks and other local assessments. Anticipated student growth is 4%. | Actual Annual Measurable Outcomes: | Student performance in Language Arts is measured by program benchmarks and other local assessments, anticipated student growth is 4% CAASSP baseline in year one (2014/15); to be reported out in August of 2016. Re-classification rate of English Learners establish baseline (2014/15). Reported out in April of 2016. Student overall score on California English Language Development Test will increase by 5% each academic year. Reported out in March of 2016. Increase the number of students passing the Advance Placement exam with a 3 or higher. Report out in 2016/17, due to receipt of data. Students enrolled in SIPPS intervention (K-4) will pass level exams, increase of 4% over year one. Reported by site administration in October 2015, March 2016 and June 2016. Early Assessment Program; Ready for College English increase of 3% each academic year. Reported out in 2016/17, due to receipt of data. |
|---|---|---|---|

| **LCAP Year**: 2015-16 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

69

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| 7th-12th grade students 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.<br><br>Student growth measured by state assessment, CELDT. Each student score will grow by 5% each year on the overall score.<br><br>Estimated cost of instruction, teacher salary and benefits. | $150,000<br>Object 1110,<br>3XXX<br>Goal 1110 | 7th-12th grade students with a CELDT score of 1-3 are enrolled in an ELD Language and ELD Writing course to further support their acquisition of the English Language; 8 sections, 1.25 FTE. Student growth measured by state assessment, CELDT. Each student score will grow by 5% each year on the overall score. Data to be reported in April 2015; comparison and actual growth. | $150,000<br>Object 1110,<br>3XXX<br>Goal 1110 | |

| Scope of service: | JR/SR High |
|---|---|

__All

OR:
__ Low Income pupils ✓ English Learners
__ Foster Youth __ Redesignated fluent English proficient
__ Other Subgroups:(Specify)_____

| Scope of service: | JR/SR High |
|---|---|

__All

OR:
__ Low Income pupils ✓ English Learners
__ Foster Youth __ Redesignated fluent English proficient
__ Other Subgroups:(Specify)_____

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| 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.<br><br>Increase the number of students meeting the local criteria for re-designation.<br><br>Baseline data will be established in 2014/15. | $224,000<br>Object 1110,<br>3XXX<br>Goal 1110 | 7th and 8th grade students enrolled in a Language Arts class with a lab to decrease the number of students in academic recovery at the conclusion of each semester.<br>Data reported out in January and June 2016 through Administrator reports.<br>Reallocated to 2016/19 LCAP. | $155,000<br>Object 1110,<br>3XXX<br>Goal 1110 | |

| Scope of service: | JR/SR High |
|---|---|

✓ All

OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

| Scope of service: | JR/SR High |
|---|---|

✓ All

OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

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| Assess and determine the need for an increase in instructional minutes in Transitional Kindergarten and Kindergarten.<br><br>Program will be assessed by teachers, administration and support staff. Information will be provided through the Annual Update process.<br><br>Estimated costs. | $5,000 | Determined need for additional instructional minutes in Kindergarten. Reallocate dollars to 2016/19 LCAP. | $0 |
| **Scope of service:** Elementary | | **Scope of service:** Elementary | |
| ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Identify in/after school intervention to increase student achievement in the area of Reading.<br><br>Identify staffing needs for interventions, targeted instruction area and time.<br><br>Estimated costs. | $40,000 | Combined with Goal Area 1a; Language Arts Intervention/Enrichment model. Reallocate dollars to 2016/19 LCAP. | $0 |
| **Scope of service:** Elementary | | **Scope of service:** Elementary | |
| ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| Increase students access to book collections of expository texts with high student interest with a focus on Common Core State Standards, Grades 2-6.<br><br>Estimated cost of materials. | $6,000<br>Object 4200, 4300<br>Goal 1110 | Students access to book collections of expository texts with high student interest with a focus on Common Core State Standards. Combine action/service with goal area 1a. Reallocate dollars to 2016/19 LCAP. | $10,000<br>Object 4200, 4300<br>Goal 1110 |
| **Scope of service:** Elementary | | **Scope of service:** Elementary | |
| ✓ All<br>OR:<br>_Low Income pupils _English Learners<br>_Foster Youth _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>_Low Income pupils _English Learners<br>_Foster Youth _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| Increase the number of students passing the Advance Placement exam with 3 or higher.<br><br>Establish a baseline in 2015/16. Scores will be reported out through the Annual Update. | $0 | Number of students passing the Advance Placement exam with 3 or higher. Comparison data will be presented in August of 2016, due to the receipt of data from the state. Scores will be reported out through the Annual Update. | $0 |
| **Scope of service:** High School | | **Scope of service:** High School | |
| ✓ All<br>OR:<br>_Low Income pupils _English Learners<br>_Foster Youth _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>_Low Income pupils _English Learners<br>_Foster Youth _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |

| Use of outside consultant, release time for teachers, conferences, site visits and collaboration to assess the instructional needs of TK/K students.<br><br>Determined need for increase in instructional minutes in 2016/17 school year.<br><br>Estimated costs are associated with the cost of training, release time for teachers and substitutes | | $25,000 | Determined need for additional instructional minutes in Kindergarten. Reallocate dollars to 2016/17 LCAP. | | $0 |
|---|---|---|---|---|---|
| Scope of service: | Elementary | | Scope of service: | Elementary | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Ongoing assessment of the program and impact on reading readiness and ability to access grade level content area.<br><br>Use of local assessments, baseline established in 2015/16.<br><br>Data will be reported out through the Annual Update. | | $0 | Combined action/service Goal Area 1a; Language Arts Intervention/Enrichment model. Number of students progressing in the program will reported out in October, March and June by Administration. | | $0 |
| Scope of service: | Elementary | | Scope of service: | Elementary | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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|---|---|---|---|
| Ongoing assessment on SIPPS program and impact on Reading readiness and ability to access grade level content.<br><br>Use of SIPPS data, baseline established in 2014/15.<br><br>Increase of 4%, students will progress to the next level of instruction. Students will pass level exams with a score of 80% or greater | $0 | SIPPS program was utilized in 2015/16. Program will be utilized in 2016/17. Data will be reported out for program in conjunction with Language Arts.<br><br>Number of students progressing in the program will reported out in October, March and June by Administration. | $0 |
| Scope of service:    Elementary | | Scope of service:    LEA-wide | |
| ✓ All<br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| Increase the number of Advance Placement course offerings by one section for 2015/16.<br><br>Estimated costs. | $60,000<br>Object 1110, 3XXX<br>Goal 1110 | Number of Advance Placement course offerings increased by one section for 2015/16. The course offerings will increase by one in 2016/17. Remaining dollars will be reallocated to the 2016/19 LCAP. | $45,000<br>Object 1110, 3XXX<br>Goal 1110 |
| Scope of service:    High School | | Scope of service:    High School | |
| ✓ All<br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| Design assessments to address Common Core State Standards and grade level readiness.<br><br>Use assessments to establish a baseline for data in the 2016/17 school year. | $0 | Assessments to address Common Core State Standards and grade level readiness are in the process of being created and analyzed for effectiveness . Use of local assessments to establish a baseline for data in the 2016/17 school year. Data and alignment will be highlighted in the Single Plan for Student Achievement. | $0 |

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| Scope of service: | Elementary | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Systematic instruction in phonics and phonemic awareness, to increase the number of students able to access grade level curriculum.<br><br>Cost of program delivery, Para-educators, Year Two. | | $160,000 | Combined action/service with Goal Area 1a; Language Arts Intervention/Enrichment model.<br>Reallocate dollars to 2016/19 LCAP. | | $0 |
| Scope of service: | Elementary | | Scope of service: | Elementary | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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|---|---|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The following action/services were adjusted based on stakeholder input to improve literacy for all students;<br>1.Action/services combined with Language Arts Intervention/Enrichment Model; SIPPS; In/Afterschool Intervention in 2016/17.<br>2. Identified District wide local assessment for Reading Comprehension.<br>3. Costs of Para-Educators utilized in multiple areas vs SIPPS.<br>4. Expected Annual Measurable Outcomes have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>5. Tracking expenditures by goal area, within each sub-goal. |

| | | |
|---|---|---|
| Original GOAL from prior year LCAP: | Goal Area 1: Students will graduate from Williams Unified with the necessary skills to enter a career and/or college.<br>**(1d) Improve School Readiness.** | Related State and/or Local Priorities:<br>1_x_ 2__ 3 ✓ 4_x_ 5_x_ 6__ 7__ 8_x_<br>COE only:  9__  10__<br>Local : Specify _____ |
| Goal Applies to: | Schools:     Elementary | |

| | Applicable Pupil Subgroups: | All | | |
|---|---|---|---|---|
| Expected Annual Measurable Outcomes: | Parent Information meetings regarding needs of students; Common Core.<br>Parent Nights to meet identified needs of parents,.<br>Registration Tool | | Actual Annual Measurable Outcomes: | Parent Information meetings to provide information to parents. Increase at each site by 20%.<br>Registration Tool; new tool was created by Admin and utilized for Kindergarten registration. |

**LCAP Year**: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Provide parent information meetings for incoming Transitional Kindergarten and Kindergarten students in the Spring.<br><br>Estimated cost of materials, dinner and childcare will be provided to the families. | $2,000 | Reallocate dollars to 2016/19 LCAP. | $0 |
| Scope of service: Elementary | | Scope of service: Elementary | |
| ✓ All | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| Collaboration with county programs; State Preschool and Head Start to increase the number of students prepared to start Kindergarten each fall.<br><br>Three days of collaboration to discuss alignment and student needs upon entering Kindergarten; refinement of the screening exam. Estimated costs. | $5,000 | Collaboration with County, to provide Footsteps to Brilliance for students in grades TK-3. Utilization of dollars to cover the cost of the Footsteps to Brilliance program until 2021. | $0 |
| Scope of service: Elementary | | Scope of service: Elementary | |
| ✓ All | | ✓ All | |

| | | | |
|---|---|---|---|
| OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| Assess the need for Transitional Kindergarten program for 4 year olds not enrolled in Head Start or Preschool.<br><br>Establish baseline with current Transitional Kindergarten students and their preparedness for Kindergarten. | $5,000 | The District will expand enrollment in Transitional Kindergarten in the 2016/17 school year. Dollars will be reallocated to 2016/19 LCAP. | $0 |
| Scope of service:     Elementary | | Scope of service:     Elementary | |
| ✓ All | | ✓ All | |
| OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| Refine the Registration tool for incoming Transitional Kindergarten and Kindergarten.<br><br>Produce new tool to be used in 2016/17, at Transitional Kindergarten and Kindergarten round up. | $0 | Registration Tool: new tool was created by Admin and utilized for Kindergarten registration. Elimination of action/service for 2016/17. | $0 |
| Scope of service:     Elementary | | Scope of service:     Elementary | |
| ✓ All | | ✓ All | |
| OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| Parent Nights will be provided each trimester in grades TK-6.<br><br>Topics will be centered around items that improve attendance, and student performance. | $2,000<br>Object 4300<br>Goal 1110 | Parent including those with exceptional needs will be encouraged to attend.<br>Sites have increased the number of parent nights by 20% or greater in 2015/16.Reallocate dollars to the 2016/19 LCAP. | $500<br>Object 4300<br>Goal 1110 |

| Scope of service: | Elementary | | Scope of service: | Elementary | |
|---|---|---|---|---|---|
| ✓ All | | | ✓ All | | |
| OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | | OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_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? | The District will make the following changes to action/services based on stakeholder input improve school readiness;<br>1. The registration tool will be eliminated in 2016/17. New tool created and utilized.<br>2. Expand enrollment in Transitional Kindergarten in 2016/17, by one class.<br>3. Expected Annual Measurable Outcomes and priorities will be updated and expanded to accurately depict the measurable goals for each goal area, sub-goal in 2016/17. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>4. Tracking expenditures by goal area, within each sub-goal. |
|---|---|

| Original GOAL from prior year LCAP: | Goal Area 1: Students will graduate from Williams Unified with the necessary skills to enter a career and/or college.<br>**(1e) Improve and refine the reclassification process for English Language learners.** | Related State and/or Local Priorities:<br>1_x_ 2__ 3__ 4 __ 5__ 6__ 7__ 8 ✓<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | English Learner Plan<br>ELD Pacing Guide<br>Re-designation Process<br>District Plan for Accountability Tracking | Actual Annual Measurable Outcomes: | Annual Measurable Achievement Objective (CELDT) I and local assessments; growth of 2%. Produced in 2016/17.<br>Annual Measurable Achievement Objective (CELDT) II more than 5 years; growth of 2%. Produced in 2016/17.<br>Annual Measurable Achievement Objective (CELDT) II less than 5 years; growth of 2%. Data produced in 2016/17.<br>English Language Master Plan, Board Approval in April of 2016.<br>AP and EAP addressed in Goal Area 1d. |
|---|---|---|---|

**LCAP Year**: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

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|---|---|---|---|---|
| Update English Language Master Plan to re-designate in grades 3rd-12th grade. | $5,000 | Updated English Learner Master Plan, draft to Board and Staff in March of 2016.Plan reviewed with District English Learner Committee. Board Approval in May 2016. Action/service eliminated in 2016/19 LCAP. | $0 |

| Scope of service: | LEA-wide |
|---|---|
| __All | |
| OR: <br> _ Low Income pupils ✓ English Learners <br> _ Foster Youth _ Redesignated fluent English proficient <br> _ Other Subgroups:(Specify)_____ | |

| Scope of service: | LEA-wide |
|---|---|
| __ALL | |
| OR: <br> __Low Income pupils _X_English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | |

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|---|---|---|---|---|
| Students identified as English Learners; will take the CELDT test each year. <br><br> Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective 1. <br><br> Anticipated growth is 2% each year for the District and individual site. | $10,000 | Annual Measurable Achievement Objective I. Anticipated growth is 2% each year for the District and individual site. Produced in 2016/17 through the Annual Update. Reallocation of dollars to 2016/19 LCAP. | $0 |

| Scope of service: | LEA-wide |
|---|---|
| __ All | |
| OR: <br> __Low Income pupils _X_English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | |

| Scope of service: | LEA-wide |
|---|---|
| __All | |
| OR: <br> _ Low Income pupils ✓ English Learners <br> _ Foster Youth _ Redesignated fluent English proficient | |

| | | | |
|---|---|---|---|
| Students identified as English Learners; will take the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by CELDT. Annual Measurable Achievement Objective II, less than 5 years.<br><br>Anticipated growth is 2% each year for the District and individual sites. | $2,000 | Annual Measurable Achievement Objective II, less than 5 years. Anticipated growth is 2% each year for the District and individual sites. Produced in 2016/17 through the Annual Update. Reallocation of dollars to 2016/19 LCAP. | $0 |
| Scope of service: LEA-wide | | Scope of service: LEA-wide | |
| __All | | __All | |
| OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient | | OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient | |
| Students identified as English Learners; will that the California English Language Development Test each year.<br><br>Each student will make annual growth as determined by the test. in Annual Measurable Achievement Objective II, more than 5 years.<br><br>Anticipated growth is 2% each year for the District and individual sites. | $2,000 | Annual Measurable Achievement Objective II, more than 5 years. Anticipated growth is 2% each year for the District and individual sites. Produced in 2016/17 through the Annual Update. | $0 |
| Scope of service: JR/SR High | | Scope of service: LEA-wide | |
| __All | | __All | |
| OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient | | OR:<br>__ Low Income pupils ✓ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The District will make the following changes to the actions/service based on stakeholder input to improve and refine the reclassification process for English Learners. |
|---|---|
| | 1. English Learner Master Plan update will be eliminated, plan completed in 2015/16, Board approved May 2015. |
| | 2. Adhere to the reclassification process outlined in the newly adopted English Learner Master Plan. |
| | 3. Reclassification process included in the updated EL Master Plan, Board approved in May 2015. |
| | 4. Expected Annual Measurable Outcomes and Priorities have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board. |
| | 5. Tracking expenditures by goal area, within each sub-goal. |
| | 6. Revised not to include certain language, replace CELDT and correction of JR/SR High to LEA-wide. |

| 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. **(2a) Improve School Climate by increasing student achievement with clear articulation of student behaviors**. | Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6 ✓ 7_ 8_ COE only: 9_ 10_ Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | | All |

| 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 all classified and certificates staff are trained in program; Teach Like a Champion | Actual Annual Measurable Outcomes: | Student Attendance rate is 96.22% for K-3, 97.12% for 4-6, 97.12% for 7-12 and 92.68% for Mid Valley as of April 2016. Suspension rate is approximately 6% for the District, as of April 2016. Expulsion rate is 0%, as of April 2016. Parent Climate survey will be completed in 2017/18. Year One of implementation with Teach Like a Champion completed by certificated and classified staff. |
|---|---|---|---|

| **LCAP Year**: 2015-16 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

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|---|---|---|---|---|---|
| Year One of behavioral program implementation, Teach Like a Champion.<br><br>Train all certificated and classified staff. Certificated and classified staff will employ strategies with students to increase awareness of academic and behavior expectations.<br><br>Establish baseline data for comparison in year two. Estimated costs. | | $8,500 | Staff utilized four strategies; STAR, Do Now, Ratio and Threshold. Strategies are utilized at a rate of 40%, District wide. Action/service will be maintained in 2016/19 LCAP. Reallocate dollars to the 2016/19 LCAP. | | $0 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Hire Music Instructor for grades K-5.<br> Estimated costs. | | $67,000 | 1 FTE Position posted for 2016/17. | | $0 |
| Scope of service: | Elementary | | Scope of service: | Elementary | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Hire PE teacher for grade K-5.<br>Estimated costs. | | $67,000<br>Object 1110, 3XXX<br>Goal 1110 | Hired 2 FTE PE positions. Positions will be maintained in the 2016/19 LCAP.<br>Stated as an LEA-wide goal in 15/16, this was an error. It was meant to be an Elementary goal. | | $134,000<br>Object 1110, 3XXX<br>Goal 1110 |
| Scope of service: | LEA-Wide | | Scope of service: | Elementary | |
| ✓ All | | | ✓ All | | |

| | | | | |
|---|---|---|---|---|
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Secure a Prep period buyout from a secondary instructor for 6th grade Band.<br><br>Estimated cost of prep period buyout. | $7,800<br>Object 1110,<br>3XXX<br>Goal 1110 | | Action/service  for prep period buyout will be eliminated in 2016/19 LCAP, instructional period included in the Jr/Sr High Master Schedule.<br>Materials will be maintained in 2016/19 LCAP. | $22,800<br>Object 1110,<br>3XXX<br>Goal 1110 |
| Scope of service: | Elementary | | Scope of service: | Elementary | |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Secure a Prep Period buyout from Secondary Instructor for 6th grade PE.<br><br>Estimated cost of prep period buyout. | $11,500<br>Object 1110,<br>3XXX<br>Goal 1110 | | Action/service will be eliminated in 2016/19 LCAP, instructional period included in the Jr/Sr High Master Schedule. Reallocate dollars to 2016/19 LCAP. | $11,500<br>Object 1110,<br>3XXX<br>Goal 1110 |
| Scope of service: | Elementary | | Scope of service: | Elementary | |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Maintain and update computers, LCD, WIFI, DOC cameras in alignment with District Technology plan. | $50,000 | | Combine action/service to Goal Area 2d.Reallocate dollars to 2016/19 LCAP. | $0 |

| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
|---|---|---|---|---|---|
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Recognition of classified and certificated staff on a yearly basis in WUSD Board Meetings and at District event. | | $2,000<br>Object 4300<br>Goal 0000 | Staff recognized in August 2016 for contributions to the District. Action/service will be maintained in 2016/19 LCAP. Reallocation of dollars to 2016/19 LCAP. | | $800<br>Object 4300<br>Goal 0000 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__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? | The District will make the following changes to the action/services to improve school climate.<br>1. Combine technology to Goal Area 2d.<br>2. Elimination of Prep Period Buyouts.<br>3. Added materials to band for equipment rentals.<br>4. PE was indicated as an LEA-wide goal and it was meant to be an Elementary goal.<br>5. Expected Annual Measurable Outcomes and Priorities have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>6. Tracking expenditures by goal area, within each sub-goal. |
|---|---|
| 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.<br>**(2b) Support of socio-emotional development of students.** |

Related State and/or Local Priorities:
1 ✓ 2__ 3__ 4__ 5 ✓ 6__ 7__ 8 ✓
COE only:  9__  10__
Local : Specify _____

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | Increase school attendance rates by 2%.<br>Decrease dropout rate by 2%.<br>Decrease number of students seeking additional counseling services. | | Actual Annual Measurable Outcomes: | Attendance rates at each site exceed 92%.<br>Dropout rate for the District in 2014/15 is 0%. Report rate in August 2016.<br>Number of students seeking additional counseling has increased in 2015/16.<br>Free Meal Options; the District has increased our meal service by greater than 40%. | |
|---|---|---|---|---|---|

**LCAP Year**: 2015-16

| Planned Actions/Services | | | Actual Actions/Services | | |
|---|---|---|---|---|---|
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| Employment of two counselors on contract for one on one counseling with students TK-12.<br>Estimated costs. | | Object 5800<br>Goal 1110 | Employment of two counselors on contract; 1 counselor for 1 day per week and 1 counselor 4 days per week. Maintain services. | | $12,500<br>Object 5800<br>Goal 1110 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Hire vendor for drug detection on campus. Include education component. | | $7,000<br>Object 5800<br>Goal 1110 | Hired vendor for drug prevention services. | | $2,500<br>Object 5800<br>Goal 1110 |
| Scope of service: | High School | | Scope of service: | High School | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| The District will provide the additional funds necessary to provide all students meals at no cost.<br><br>Number of students served meals will be compared each month to prior year's count.<br><br>In the 2015/16 will be compared to 2014/15, anticipated increase of 5% at each serving facility.<br>Estimated costs. | $65,000<br>Object 7616<br>Goal 0000 | No Pricing Option for students within the District. Number of students served increased by more than 5% at each facility. Reallocate dollars to meet fiscal need indicated by increased number of student meals.<br><br>Free Meal Options; the District has increased our meal service by greater than 40%. | $90,000<br>Object 7616<br>Goal 0000 |
|---|---|---|---|
| Scope of service: LEA-wide | | Scope of service: LEA-wide | |
| ✓ All<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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? | The District will make the following changes to action/services to support the socio-emotional development of students;<br>1. Reallocate dollars to meet need indicated by Food Services, due to Free Meal Option.<br>2. Expected Annual Measurable Outcomes and Priorities have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>3. Tracking expenditures by goal area, within each sub-goal. |
|---|---|
| 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.<br>**(2c) Academic achievement will be measured by a system of shared accountability for student achievement with clear performance standards.** | Related State and/or Local Priorities:<br>1 ✓ 2__ 3__ 4 ✓ 5 ✓ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |

| Goal Applies to: | Schools: All |
|---|---|
| | Applicable Pupil Subgroups: All |

| Expected Annual Measurable Outcomes: | Data program for the district.<br>Accountability program for the district.<br>Single Plan approved by School Site Council. | Actual Annual Measurable Outcomes: | Data program not identified .<br>Common Core alignment (Mathematics/Language Arts)and implementation is greater than 40%.<br>Single Plan for Student Achievement aligned to the LCAP, Draft to Board in June 2016, September approval by SSC, and Board Approval October 2016. |
|---|---|---|---|

**LCAP Year**: 2015-16

86

| Planned Actions/Services | | | Actual Actions/Services | | |
|---|---|---|---|---|---|
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| Common Core implementation in the areas of Language Arts and Mathematics.<br><br>Integration and implementation (40%). Mathematics with Common Core has been adopted and purchased.<br><br>Estimated costs of vendors, teacher time and supplemental materials purchased to assist with implementation. | | $20,000 | Common Core implementation and alignment is greater than 40% in Language Arts and Mathematics as observed in teaching strategies and student performance. | | $0 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Identify a data program to assist with data analysis of local assessments.<br>Estimated costs. | | $15,000 | Data program not identified. Reallocate dollars to 2016/19 LCAP. | | $0 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | |
| Construct a culture of professional practice of accountability to achieve NCLB proficiency targets by analyzing data to produce continuous instructional improvement.<br><br>Process to be supported on site and with outside vendors. | | $15,000 | Action/service combined with Goal Area 1a. Reallocate dollars to 2016/19 LCAP. | | $0 |

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|---|---|---|---|---|---|
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All<br><br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | | ✓ All<br><br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | |
| Identify location, staffing needs, and hours for learning center. | | $0 | Location for learning Center identified.Learning center will open in the 2016/17 school year. | | $0 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All<br><br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | | ✓ All<br><br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | |
| Single Plan for Student Achievement will be approved each year with input from the School Site Council.<br><br>Administration will report progress to the Board on a continuous basis throughout the school year. | | $0 | Single Plan to be adopted by each site in June. Action/service combined with Goal Area 1a. | | $0 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All<br><br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | | | ✓ All<br><br>OR:<br>_Low Income pupils  _English Learners<br>_Foster Youth  _Redesignated fluent English proficient<br>_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? | The District will make the following changes in the actions/services based on stakeholder input to support accountability;<br>1. Learning Center will be opened in 2016/17.<br>2. Expected Annual Measurable Outcomes and Priorities have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal in 2016/17. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>3. Tracking expenditures by goal area, within each sub-goal.<br>4. Data program not purchased; district is identifying its specific needs. |
|---|---|

| 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.<br>**(2d) 21st Century Teaching and Learning** | Related State and/or Local Priorities:<br>1_x_ 2 ✓ 3__ 4_x_ 5_x_ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | | All |

| Expected Annual Measurable Outcomes: | Common Core Math Curriculum implementation.<br>Increase student access to technology. | Actual Annual Measurable Outcomes: | Implementation of Common Core in Mathematics, achieved 40%.<br>Identified Common Core curriculum for Language Arts, adoption will take place in the 2017/18 school year.<br>Student access to technology increased; 1 to 1. |
|---|---|---|---|

| **LCAP Year**: 2015-16 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Training and support for the implementation of adopted Math curriculum. | $11,000 | Utilized program vendor for additional training. Achieved 40% implementation in Common Core curriculum. Action/service combined with Goal Area 1a. Reallocate dollars to 2016/19 LCAP. | $0 |
| Scope of service: | LEA-wide | Scope of service: | LEA-wide |
| ✓ All | | ✓ All | |

| | | | | |
|---|---|---|---|---|
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Increase accessibility for students; purchase of computers for a new mobiles labs, align current computer programs to Common Core. | | $50,000 | Alignment of Technology Plan with the LCAP. Action/service combined with Goal Area 1a. Reallocate dollars to 2016/19 LCAP. Increased access for students to; 1to 1. | $0 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__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? | The District will make the following changes based on stakeholder input to increase academic achievement;<br>1. Actions/services combined with the appropriate goal area.<br>2. Expected Annual Measurable Outcomes and Priorities have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal in 2016/17. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>3. Tracking expenditures by goal area, within each sub-goal. |

| | | |
|---|---|---|
| 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.<br>**(3a) Recognition Programs/Parental Involvement** | Related State and/or Local Priorities:<br>1_x_ 2__ 3 ✓ 4 ✓ 5_x_ 6_x_ 7__ 8_x_<br>COE only:  9__  10__<br>Local : Specify _____ |

| | | |
|---|---|---|
| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | All |

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|---|---|---|---|
| Expected Annual Measurable Outcomes: | Increase participation in established groups by 5% over the prior year.<br>Establish and train groups not currently in attendance.<br>Parent volunteers/Leaders will be recognized on a yearly basis.<br>Student recognition programs at individual sites. | Actual Annual Measurable Outcomes: | Increased participation in groups by 5%.<br>Maintain student recognition programs.<br>Parent volunteers/Leaders will be recognized on a yearly basis.<br>Student recognition programs will continue in the upcoming year. |

| LCAP Year: 2015-16 | | | | |
|---|---|---|---|---|
| Planned Actions/Services | | | Actual Actions/Services | |
| | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| Certificated and classified employees will be recognized each year for their years of service.<br><br>Students will be recognized at each site for student achievement.<br><br>Parents leaders/volunteers will be recognized on an annual basis during WUSD meetings. Estimated costs. | $2,000<br>Object 4300<br>Goal 1110 | | Staff eliminated; action/service goal area 2a.<br><br>Students will be recognized at each site for student achievement.<br><br>Parents leaders/volunteers will be recognized on an annual basis during WUSD meetings. | $400<br>Object 4300<br>Goal 1110 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Increase number of parents participating in established committees.<br><br>Parent Teacher Organization (PTO) by 5 % over the previous year. Estimated costs. | $500<br>Object 4300<br>Goal 1110 | | Increased participation in committees by 5%. | $500<br>Object 4300<br>Goal 1110 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| | | | |
|---|---|---|---|
| Re-establish District English Learner Committee (DELAC) for increased participation.<br><br>Train participating parents on the purpose and business of the DELAC. Estimated costs. | $2,000 | District English Language Arts Committee; re-established, train participants and attend conferences. Parent leaders attended CABE conference. Reallocate dollars to cover additional expenses. | $0 |
| Scope of service:    LEA-wide | | Scope of service:    LEA-wide | |
| ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Parent Education Program.<br><br>Training based on identified needs and state requirements.<br><br>Survey scheduled for the 2016/17 school year. | $5,000 | Parent trainings increased this year; held by individual sites. Parents' relayed information in meetings, formal survey was not complete. Reallocate dollars in 2016/19 LCAP. | $0 |
| Scope of service:    LEA-wide | | Scope of service:    LEA-wide | |
| ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| | | | | $5,011<br>Object 4300<br>Goal 1110<br><br>$3,000<br>Object 5800<br>Goal 1110<br><br>$1,249<br>Object 2XXX, 3XXX<br>Goal 0000 |
|---|---|---|---|---|
| Parent Education Nights<br><br>Offer PIQUE program in cooperation with Chico State University for students and families. | | $15,000<br>Object 5800<br>Goal 1110 | PIQUE offered to students and parents in 2015/16. Action/service will be eliminated in 2016/17. Reallocate dollars to 2016/19 LCAP. | |
| Scope of service: | High School | | Scope of service: | High School | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__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? | The District will make the following changes to the action/services based on stakeholder input to increase recognition and parent education programs;<br>1. PIQUE; the action/service will be eliminated in the 2016/19.<br>2. Expected Annual Measurable Outcomes and Priorities have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal in 2016/17. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>3. Tracking expenditures by goal area, within each sub-goal.<br>4. Corrected Scope of Service. |
|---|---|

| 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.<br>**(4a) Facility Needs** | Related State and/or Local Priorities:<br>1 ✓ 2__  3__  4_x_ 5_x_ 6__ 7__ 8__<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|
| Goal Applies to: | Schools:  All | |
| | Applicable Pupil Subgroups:  All | |

| Expected Annual Measurable Outcomes: | Identify facility needs.<br>Establish plan for facility needs.<br>Teacher assignment and materials address in Goal Area 1 and 2. | | Actual Annual Measurable Outcomes: | Facility Map created by WLC Architects in 2015/16.<br>Facility plan created to meet enrollment projections. | |
|---|---|---|---|---|---|

**LCAP Year**: 2015-16

| Planned Actions/Services | | | Actual Actions/Services | | |
|---|---|---|---|---|---|
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| Facilities need indicated by ten year enrollment projection.<br><br>Identify possible scenarios to address facility needs. Gather input, rent/placement based on identified needs.<br><br>Estimated cost of process and facilities. | | $300,000 | Facilities need indicated by ten year enrollment projection.<br><br>Identify possible scenarios to address facility needs. Gather input, rent/placement based on identified needs.<br><br>District secured alternate funding for facilities. Reallocate dollars to 2016/19 LCAP. | | $0 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | _X_ALL | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__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? | The District will make the following changes to action/services to meet facility needs;<br>1. Complete projects outlined in update for Elementary site in the summer of 2016.<br>2. Expected Annual Measurable Outcomes and Priorities have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>3. Tracking expenditures by goal area, within each sub-goal.<br>4. This goal will be deleted in 2016/17. |
|---|---|
| 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.<br>**(4b) Maintain and Improve facilities.** | Related State and/or Local Priorities:<br>1 ✓ 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only:  9__  10__<br>Local : Specify _____ |

| Goal Applies to: | Schools: | All | | |
|---|---|---|---|---|
| | Applicable Pupil Subgroups: | | All | |

| Expected Annual Measurable Outcomes: | Facility needs identified. | Actual Annual Measurable Outcomes: | FIT report to be completed each year by the District MOT Director. |
|---|---|---|---|

**LCAP Year**: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|

| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|---|---|---|---|
| Security camera's will be evaluated on a continuous basis to ensure they are working properly. Assess for additional need for cameras. Estimated costs. | $5,000 | Maintain action/service. | 0 |
| **Scope of service:** LEA-wide | | **Scope of service:** LEA-wide | |
| ✓ All | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Identified need and quotes for replacement of gym floor. | $0 | Gym floor quotes complete. Eliminate action/service. | $0 |
| **Scope of service:** LEA-wide | | **Scope of service:** LEA-wide | |
| ✓ All | | ✓ All | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| Identified need to replace the bleachers and bathrooms at the football field. | $15,000 | Eliminate action/service. Reallocate dollars in 2016/19 LCAP. | $0 |
|---|---|---|---|
| Scope of service: LEA-wide | | Scope of service: LEA-wide | |
| ✓ All<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | ✓ All<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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? | The District will make the following changes to the action/service based on input from stakeholders to maintain and improve facilities;<br>1. Gym floor; eliminate action/service, District is seeking bond approval in November 2016.<br>2. Bleachers and bathrooms; eliminate action/service.<br>3. Expected Annual Measurable Outcomes and Priorities have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>4. Tracking expenditures by goal area, within each sub-goal. |
|---|---|

| 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.<br>**(4c)Transportation Home for Students** | Related State and/or Local Priorities:<br>1 ✓ 2__ 3__ 4__ 5__ 6__ 7_x_ 8_x_<br>COE only:  9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: All | |
|---|---|---|
| | Applicable Pupil Subgroups: All | |

| Expected Annual Measurable Outcomes: | Transportation, cost of buses and staffing. | Actual Annual Measurable Outcomes: | Bus purchased in 15/16.<br>Maintain cost of school to home transportation in 16/17. |
|---|---|---|---|

**LCAP Year**: 2015-16

| Planned Actions/Services | Actual Actions/Services |
|---|---|

| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
|---|---|---|---|---|---|
| Provide transportation home for students.<br><br>Cost of buses and staffing. | | $150,000<br>Object 6400<br>Goal 0000 | Purchase of bus for school to home transportation completed in 2015/16. District will continue to fund the cost of school to home in 2016/17. Reallocate dollars to 2016/19 LCAP. | | $157,000.<br>Object 6400<br>Goal 0000 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| ✓ All | | | ✓ All | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__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? | | The District will make the following changes to the action/services based on stakeholder input  to maintain transportation home;<br>1. Bus purchased; action/service completed.<br>2. Expected Annual Measurable Outcomes have been updated and expanded to accurately depict the measurable goals for each goal area, sub-goal. Input on measurable outcomes was derived through the collaborative process with stakeholders, administration, and the Board.<br>3. Tracking expenditures by goal area, within each sub-goal. | | |

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of

funds to meet the district's goals for unduplicated pupils in the state and any local priority areas.  (See 5 CCR 15496(b) for guidance.)

| | |
|---|---|
| Total amount of Supplemental and Concentration grant funds calculated: | **$1,866,100.00** |

The LCAP funds allocated will be expended to provide districtwide services that meet the three goals Williams Unified has established to meet the eight state priority areas. These goals are:

1) For students to graduate from Williams Unified with necessary the necessary skill to enter a career and/or college.
   ***Goal Area 1a; Improve Consistency of High Quality Instruction in All Classrooms***
   ***Maintain***
   Support Probationary I and II teachers.
   Access to Common Core Materials and Professional Development.
   Write Tools; Professional Development and Curriculum Implementation
   ***New***
   Assessment of English Language Development program.
   Instructional support at 7-12.
   2 FTE Reading Specialists (Tk-3 and 4-6).
   Intervention Model for Reading TK-6.
   ***Goal Area 1b; Master Schedule and Access to courses that support college and career readiness.***
   ***Maintain***
   Student driven master schedule
   Block Schedule
   ***New***
   Additional section of A-G courses
   Fund ROP/CTE pathway courses
   Identify need for additional Math support at 7-12 (certificated). Hired for 2016/17.
   Identified need for 7-12 Support (classified). Hired for 2016/17.
   ***1c; Improve Literacy for all students in grades TK-12. Increase the number of students read to access grade level curriculum.***
   ***Maintain***
   ELD Language and Writing courses for students with a CELDT score of 1-3.
   7th and 8th Grade Language Arts and Lab support class.
   ***New***
   Determine need for increased instructional minutes in Transitional Kindergarten and Kindergarten. Increase instructional day for Kindergarten in 2016/17.
   Increase number of student taking the Advance Placement test and passing with a 3 or higher.
   Assessment of Language Arts program, in/after school intervention, and increase expository text for classroom libraries.
   Additional section of Advanced Placement courses. Two sections added for 2016/17.
   ***1d; Improve School Readiness***

*Maintain*
Parent Nights.
*New*
Provide parent information meetings for incoming Transitional Kindergarten students. Purchased program; Footsteps to Brilliance.
Parent Nights will be increased over prior year.
Have parents in leadership positions attend workshops and conferences to support building their capacity.

2) For students to 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.
*2a: Improve School Climate by increasing student achievement with clear articulation of student behaviors.*
*Maintain*
Recognition of classified and certificated staff
*New*
1 FTE Music instructor for TK-5.
2 FTE PE Instructor for TK-5.
*2b; Support of Socio-emotional development of students*
*Maintain*
Employment of two counselors for; 1 counselor for 1 day, 1 counselor for 3 days per week.
*New*
Increase days of counselors to by one day; 1 counselor for 1 day, 1 counselor for 4 days per week
Use of vendor drug detection on campus
No Pricing Food Option; increase service by 8%
*2c; Academic Achievement will be measured by a system of shared accountability for student achievement with clear performance standards.*
*New*
Single Plan for Student Achievement will be aligned with the timeline for the LCAP.
Identified space for Learning Center. Learning center to be opened in 2016/17.
*2d; 21st Century Teaching and Learning*
*New*
Align technology plan to LCAP
Progress towards 1 to 1 connectivity

3) A district commitment to the process of building strong relationships with parents/guardians to improve the quality of our educational and local community.
*3a; Recognition Programs/Parental Involvement*
*New*
Increase number of parents participating in groups.
Train participating parents; conferences

Parent Education Programs; on site courses in English
*4b; Maintain and Improve Facilities*
*Maintain*
Security camera replacement
*4c; Transportation Home for students*
*New*
Identified need for school to home transportation.
Purchase of additional bus.

Williams USD believes that the services we are looking at providing through these goals are the most effective use of funds to meet our goals for unduplicated pupils and the eight state local priority areas since we have a 90% unduplicated count of English Learners students. The services do involve improving and increasing services for students as will be described and listed in Section 3 B.

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.

| 17.32 | % |
|---|---|

Williams Unified School District is focusing on districtwide services given the fact that our student population is 90% ELs and FEP. Therefore, we plan on using our LCAP funds to meet districtwide overall needs aligned to the eight state priority areas. Regardless, we are focusing on improving and increasing services that will in turn support the unduplicated counts of supplemental and concentrated students in the areas outlined below.

The services we are looking at *improving* are:

> - *Purchasing a system to use for Assessment data analysis that can be used by Data Teams to build shared accountability for student achievement with clear performance standards.*
> - *Improving Consistency of High Quality Instruction in All Classrooms*
> - *Improving our 7-12 Master Schedule and Access to courses that support college and career readiness.*
> - *Improve School Readiness*
>
> The services we are looking *increasing* are:
> - *Support of Socio-emotional development of students*
> - *21st Century Teaching and Learning by increasing 1-1 connectivity*
> - *Parental Involvement Programs*
> - *Transportation Home for students in Valley Ranch (English Learners) & Migrant Camp (McKenny-Vento Act)*

## 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]