

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Williams Unified School District		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.



The city of Williams is located off the Interstate-5 and Highway 20 corridors, one hour north of Sacramento. It is a rural agricultural community with rice and tomatoes being one the major products grown in Colusa County. Per-capita Williams has more restaurants and gas stations than any other rural city in CA with a population of approximately 5,123. Demographically, it has 76% Hispanic/Latino and 20% White. Williams Unified School District has an enrollment of 1, 345 students. Demographically, it has two major student groups, 92% Hispanic and 5% White with 3% Other. The LEA serves students through a TK-3 Elementary (465 ADA), a 4-6 Upper Elementary (309 ADA), a 7-12 Jr./Sr. High School (547 ADA) and a 7-12 Continuation High School (22 ADA). The schools are located in a 48-acre plot of land, next to each other, located north west from the center of town. Close to 53% of our students are English Language Learners with 1/3 of these students being Migrant students and about 180 of them living in a Migrant Camp, which is considered sub-standard housing, qualifying students for McKinney Vento. Williams USD serves its students through Local Control Funding Formula monies and other grant funding sources which provide various services focused on instruction, learning and social-emotional wellbeing of all students in our TK-12 programs.

LCAP HIGHLIGHTS

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

Through analysis of our state and local data and input from staff and stakeholders we identified focus areas to be addressed to achieve our vision of "preparing students with the 21st Century skills needed to be career/college ready so that true choice is afforded to all students."

Based on this process, the actions and services in the LCAP fell into the following areas of influence:

Goal 1: To graduate our students with the necessary skill to enter a career and/or college from Williams Unified, we:

- Improved Consistency of High Quality Instruction in All Classrooms through "Achievement Data Teams."
- Provided a Master schedule with access to courses that supported college and career readiness by increasing our AP & Dual Enrollment courses offered at our high school.
- Improved literacy for all students in grades TK-12. & increase the number of student's ready to access grade level reading curriculum
- Improved School Readiness for incoming TK & Kinder students
- Improved and refining the reclassification process for English Language Learners.

Goal 2: We created a positive environment that included a well-maintained site and classroom settings that fostered engagement and collaboration, with the resources to support their student's emotional state through:

- An improved school climate with clear articulation of student behaviors.
- Supporting socio-emotional development of students via mental health services & instruction of character education.
- Monitoring of academic achievement measured by a system of shared accountability for student achievement with clear performance standards.
- The use of 21st Century Teaching and Learning

Goal 3: We worked on building strong relationships with parents/guardians to improve the quality of our educational and local community and celebrating through Student Recognition Programs and increased Parental Involvement.

Goal 4: We focused on Maintaining and Improving facilities districtwide.

Finally, in this year's LCAP we brought some alignment to the work being done academically, socio-emotionally, and systemically by adopting a Framework that is used districtwide to increase Rigor & Relevance in instruction and Learning. The framework we have adopted is the Daggett System for Effective Instruction (DSEI) which focuses on systemic improvement on 1) Teaching, 2) Instructional Leadership, & 3) Organizational Leadership. These key components tie to our goals, actions, services and vision of preparing students with the 21st Century skills needed to be career/college ready so that true choice is afforded to all students.

REVIEW OF PERFORMANCE

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

The greatest progress at Williams USD based on our local performance indicators were the following:

According to the LCFF Evaluation Rubrics:

- Our Graduation Rate as BLUE: Very High (96.5%) which Significantly Increased 11.9%.
- Our Suspension Rate was GREEN: Medium (4.3%) which Declined -.06%
- Academically, in English Language Arts (Grade 11), 84 students scored 21.3 points above level 3, which is an increase of +37.2 points
- Academically, in Mathematics (Grade 11), 80 students scored 70.2 points below level 3, which is an increase +52 points

GREATEST PROGRESS

According to CDE State Reporting:

WILLIAMS USD had the highest A-G Acceptance Rate in the county:

Pierce Joint Unified (28.4 %)

Colusa Unified (25.5 %)

Maxwell Unified (17.9 %)

Williams Unified (35.6 %)

Colusa County (28.3 %)

State Of California (45.4 %)

We plan to continue to work towards our goals of 100% Graduation rate, 100% A-G Acceptance Rate and 100% in AP & Dual Enrollment Course Access.

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

GREATEST NEEDS

We do not have any overall performance indicators in the "red" category nor did we receive any "Not Met" or "Not Met for Two or More Years" ratings.

The following are Greatest Needs based on LCFF Evaluation Rubrics:

- Although our Overall Student Suspension Rate Indicator is "Green", our student group Suspension Rate Indicator is in the "Orange" category for English Learners, Students with Disabilities and White students. It is important to note that this indicator was based on 2013-14 data that is now more than two years old. At the time that these data became available, we identified the need for additional intervention programs and services to support students and revised our LCAP accordingly. In 2017-20, these programs and

services will be maintained at all sites. **(See Goal 3)**

- Although our Overall English Language Arts (3-8) and Mathematics (3-8) Indicators are "Yellow", these Indicators for Students with Disabilities in both English Language Arts (3-8) and Mathematics (3-8) are in the "Red". Students with Disabilities scored Very Low in ELA (126 points below level 3 and Maintained +0.7 points) & in Mathematics Very Low (137.2 points below level 3 and Maintained -0.2 points)

In addition, we also have identified the following Greatest Needs according to other achievement and local indicators that we analyzed:

- We have the lowest CAASP Scores county-wide in grades 3rd through 9th in both ELA and Mathematics.
- We have extremely low parent involvement district-wide.

Based on this review of local performance indicators and other indicators, we are planning to take the following steps to address these areas of Greatest Need:

- Implement Goal 3, actions/services
- Continue to implement effective Achievement Data Teams and PLCs to effectively implement our DSEI Framework Rubric outcomes
- Implement systemic reform at TK-3 and increase Rigor & Relevance TK-12
- Clearly define and implement our Career/College Readiness Pathways
- Implement Life-long Guidelines & Lifeskills that can transform our district and school site culture into a productive environment that is growing responsible citizenship.

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

PERFORMANCE GAPS

The achievement of Students with Disabilities is "Red" on CAASPP English Language Arts and Mathematics which is two levels below the "all student" performance levels which is "Yellow"

- . Students with Disabilities was Red and scored Very Low (-126 below level 3) & Maintained +0.7 points

The performance of the English Learner Only student group in Language Arts and Mathematics is also very low:

- EL - EL Only was "Yellow" and scored Very Low (105.1 points below level 3) & Declined Significantly -20.9 points
- EL - Reclassified Only was Yellow and scored Low (30.9 points below level 3) & Maintained +4.9 points

To address the gap Williams USD will include the following actions:

- Implement School Reform using the SEAL (Sobrato Early Academic Learning) Model at TK-3 to provide intensive professional development in effective development and implementation of the core state standards through thematic units of study that embed ELA/ELD in-tandem and uses effective strategies to develop academic language learning in English Learners.
- Implement "Achievement Data Teams" protocols and processes to improve academic outcomes in grades TK-12
- Increase summer school services for K-12 English Learners through a

Summer Academy that offers intensive integration of language development and enrichment for English Learners, 7-12 credit recovery, 8-12 college enrichment courses and English Language Development for New-Comer Emerging EL students.

INCREASED OR IMPROVED SERVICES

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

- The three most significant ways the LEA will increase or improve services for low-income, English Learners and Foster Youth are by:
- Implementing School Reform at TK-3
 - Improve CCSS implementation in ELA & Math TK-12 using "Achievement Data Teams" Protocols & Processes
 - Implement three Career & College Readiness Pathways TK-12

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$15,724,881
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,092,192

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP (Local Control Accountability Plan) includes Supplemental and Concentrated funding allocated to our district and some base LCFF funding. Not included in the LCAP are the majority of our base funding which supports staff salaries, general basic services costs and other additional funding such as federal dollars and other grant funding obtained by the district.

\$13,342,890	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 1a

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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%

ACTUAL

- The District implemented the plan for Professional Development of Common Core State Standards with input from staff.
- Employed Highly Qualified Teachers, 95%.
- 100% of Formal Evaluations were completed on all Probationary I and II teachers.
- 100% Probationary II teachers will have cleared credentials. The District expended \$14,007 on the BTSA program.
- Observations/Walkthroughs were completed by Administration for evidence of practices, logs were turned in to the Superintendent.
- Student overall mean scale score on California English Language Development Test increased by 3.3% from 2015 to 2016. In 2015 it was 493.8% overall and in 2016 it was 510.4 overall.
- Local SRI (Scholastic Reading Inventory) indicated 1% growth in 2015-2016 (33%) to 2016-2017 (34%) percent of students reading at Proficient or Advanced levels.

ACTIONS / SERVICES

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

Action	1		
		PLANNED Probationary I and II teachers will all participate in the Tri County BTS/TCIP program. Probationary II teachers will clear their credential as required by the State.	ACTUAL Probationary I and II teachers participated in the Tri County BTS/TCIP program. Probationary II teachers cleared their credentials as required by the State.
		BUDGETED \$ 12,000.00 Funding Sources: LCFF Supplemental/Concentration (0000)	ESTIMATED ACTUAL \$14,007.00
Actions/Services			
Expenditures			

ACTIONS / SERVICES

Action	2		
		PLANNED 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. Professional Development and support will be provided to all teachers. The areas of focus are; Critical Thinking, Collaborative Conversations, Creativity and Communication.	ACTUAL 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. Professional Development and has been provided to all teachers. The areas of focus were; Critical Thinking, Collaborative Conversations, Creativity and Communication through consultant coaching support in planning of units and increasing Rigor & Relevance.
		BUDGETED \$50,000.00 Funding Sources: LCFF Supplemental/Concentration(0000)	ESTIMATED ACTUAL \$18,557.00 Expenditures were less than budgeted because the focus was on Achievement Data Teams TK-12 and 4-6th as PD as listed above.
Actions/Services			
Expenditures			

ACTIONS / SERVICES

Action

3

Actions/Services

PLANNED

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.

Interventions will be provided to students based on need as determined by local criteria.

Anticipated need for additional positions will be determined through implementation. Positions; credential or classified.

ACTUAL

An assessment of English Language Development was conducted by outside vendor in 2015/16. Plan for utilization of services, support of teachers and professional development was determined by site.

Interventions were provided to students based on need and as determined by local criteria.

Anticipated need for additional positions were not determined. The implementation of Achievement Data Teams became the focus.

Expenditures

BUDGETED

\$ 100,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$ 28,936.00

Some of these monies were used to provide support. However, no new positions were added.

ACTIONS / SERVICES

Action

4

Actions/Services

PLANNED

Identified the need for in class instructional support at 7-12, Intervention Specialist.
Position advertised for the remainder of 2015/16.
Position to be filled on permanent basis in 2016/17.

Assessment of position based on students served and impact on student academic achievement.

ACTUAL

The need for in-class instructional support at 7-12 was supported through an Intervention Specialist position which was filled in 2016-2017. Assessment of the position showed decrease in "F" rate and improved academic achievement in overall letter grades 7-12.

Expenditures

BUDGETED

\$75,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$63,321.00

Expenditures were less than budgeted based on staff member's salary and fringe benefits once hired.

ACTIONS / SERVICES

Action

5

Actions/Services

PLANNED

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.

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.

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.

Reading Specialist will assist with the review of materials for the Language Arts adoption.

BUDGETED

\$225,000.00

Funding Sources: LCFF

Supplemental/Concentration(0000)

ACTUAL

Year Two of implementation showed increase in K results but unclear if it was the TK program, the two .5 FTEs that provided literacy support or the increase in time given to K. An overall 1% increase in students reading at or above Proficiency (33% to 34%) in grades 1-2 was not significant.

Continued refinement of programs will need to be done. Collaborative decisions regarding curriculum for both core and intervention programs is still being determined.

Intervention model still needs to be refined regarding targeted instruction to increase student success; the current model included push in and pull out services for students. Reading Specialists assisted with the review of materials for the Language Arts adoption.

ESTIMATED ACTUAL

\$226,576.00

Expenditures

ACTIONS / SERVICES

Action

6

Actions/Services

PLANNED

Write Tools Curriculum and Professional Development; Implementation of the strategies K-12.

Increase use of writing strategies across the curriculum with a focus on Common Core State Standards.

Development/Analysis of year- long plan, assessment schedule, collection of data, analysis of

ACTUAL

Write Tools Curriculum and Professional Development; Implementation of the strategies took place grades TK-6, which included ongoing coaching throughout the year.

The use of writing strategies across the curriculum with a focus on Common Core State Standards was highly evident in student writing rubric results.

Expenditures

data, data implication for instruction and adjustment of instruction to meet student needs.

The analysis of student writing and collection of data and analysis showed evidence of growth and improvement in student writing grades TK-6.

BUDGETED

\$57,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$86,909.00

Increase in costs based on actual costs of providing ongoing coaching, and time for analysis student writing, and collection/analyses of data.

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Most actions/services related to Goal 1 were implemented as planned including: professional development for new teachers; access and professional development related to the Common Core State Standards and the Write Tools; increased intervention support services to students; analysis of student writing, and data collection/analyses.

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

Overall effectiveness of actions/services will continue to be assessed and we will need to continue to refine intervention support program services to ensure that students' identified needs are being met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between the Budgeted Expenditures and Estimated Actual Expenditures differed in a few of the actions/services. The material differences existed was in our Common Core Curriculum adoption for TK-3 English Language Arts. We estimated \$50,000 and found that the actual cost of the adoption was \$110,000.
Also, the Intervention Specialist that we hired for grades 7-12 cost less than budgeted due to actual salary and fringe benefit costs once the person was hired. \$75K was budgeted for this expenditure but the estimated actual cost was \$68K.

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

This Goal has been reworded slightly and the actions/services related to this goal have been reorganized/rewritten for the 2017-18 LCAP. They are now broader statements that combine more than one action/service from our previous (2016-17) LCAP.

(Changes will be reflected in Goal 2 actions/services and expenditures)

Goal 1b

Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.
(1b) Master schedule and access to courses that support college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Student requests for courses will be reflected in the master schedule (55%)	Student requests for courses were reflected in the master schedule (85%)
Passing rate on Advance Placement tests will increase by 3%.	In 2013-2014 a total 18 students passed their AP exams with a 3 or higher. In 2014-2015 a total of 28 students passed their Advanced Placement tests; an increase of 36%. No data available for 2015-16 or 2016-17 school year yet on state website.
Increase A-G completion rate by 5%.	Increased A-G completion rate by 14%. From 38,8% in 2016 to 53.4% in 2017.
CAHSEE scores, increase by 5%. Suspended by the State in 2015/16.	Suspended by the State in 2015/16. No more data available.
Decrease dropout rate by 5%.	Decreased dropout rate in 2015 from 1.5 to 0 in 2016 and 0 in 2017.
Maintain graduation rate at 90% or greater each year.	Maintained graduation rate at at 100% in 2015 and 2016, including Special Education students, which bring the % down in state reporting data.
Attendance in the Summer Academy will increase 5% over year one.	Started Summer academy in 2016 and no comparison number yet. We did have 80 students more enrolled in college courses in 2016. Enrollment in 2015 was 112 and in 2016 was 192 students.
CAASSP scores will increase by 2%.	CAASSP scores increased by 2%; from 22% to 24% of students meeting or exceeding districtwide.

ACTIONS / SERVICES

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

Action	1		
Actions/Services	PLANNED	Student driven master schedule. Student interests are used to develop the master schedule, identify new course areas based on student interest/s.	ACTUAL Student interests were used to develop the master schedule, identified new course areas based on student interest/s.
	BUDGETED	\$7,000.00 Funding Sources: LCFF Supplemental/Concentration (0000)	ESTIMATED ACTUAL \$0.00 Although additional funds were budgeted to support this action, the action was performed by existing staff and did not cost additional money.
Expenditures			

ACTIONS / SERVICES

Action	2	
	PLANNED Block schedule; Implementation of schedule to support extended learning time.	ACTUAL Block schedule; Implementation of schedule to support extended learning time, also known as plus period was implemented.
Actions/Services	Estimated cost of prep period buyout; beyond contractual student-teacher time. Two Prep period buy out in 2016/17	Estimated cost of prep period buyout; beyond contractual student-teacher time. Two Prep period buy out in 2016/17 were allocated. Currently being used for Art & Alternative Program.
Expenditures	BUDGETED \$35,000.00 Funding Sources: LCFF Supplemental/Concentration (0000)	ESTIMATED ACTUAL \$16,467.00 The costs to implement this action were lower than anticipated.

ACTIONS / SERVICES

Action	3	
	PLANNED Increase the number of A-G courses offered in the Master Schedule to meet student academic needs. Add an additional section per academic year based on student survey/request for all students including those with exceptional needs. In 2016/17 three additional sections were added; Ag Soil Science, Algebra 2 and Geometry.	ACTUAL Increased the number of A-G courses offered in the Master Schedule to meet student academic needs. We went from 113 A-G courses in 2015-16 to 180 A-G courses in 2016-17. Additional sections per academic year based on student survey/request for all students including those with exceptional needs were taken into account. In 2016/17 three additional sections were added; Ag Soil Science, Algebra 2 and Geometry.
Expenditures	BUDGETED \$35,000.00 Funding Sources: LCFF Supplemental/Concentration (0000)	ESTIMATED ACTUAL \$38,577.00

ACTIONS / SERVICES

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

Action

4

Actions/Services

PLANNED

District to fund additional costs not covered by the ROP/CTE pathways in grades 9-12.

Additional teacher hired through the Career Pathways grant for 2016/17, to increase the number of course offerings.

Materials and supplies will be purchased for additional courses.

ACTUAL

District has funded additional costs not covered by the ROP/CTE pathways in grades 9-12 resulting in construction of Digital Media & Information Pathway recording studio, equipment and external consultant supports.

Additional teacher was hired through the Career Pathways grant for 2016/17, to increase the number of course offerings.

Materials and supplies were purchased for additional courses.

Expenditures

BUDGETED

\$75,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$129,459.00

Additional costs due to construction of Digital Media & Information Pathway recording studio, equipment and external consultant support costs.

ACTIONS / SERVICES

Action

5

Actions/Services

PLANNED

Identify need for additional Math Support (Algebra I and Algebra II) and possible other subjects. Student performance indicators in these subject areas will be used for the formulation of support classes.

Hire 1 Certificated FTE to provide direct student support.

Anticipated growth in student achievement to be 2% for students enrolled in the support courses.

ACTUAL

Needs were identified for additional Math Support (Algebra I and Algebra II) as well as other subjects and coordinated by the Intervention Specialist. Student performance indicators in these subject areas will be used for the formulation of support classes.

Hired 1 Certificated FTE who provided direct student support in various academic areas for students to decrease number of "Fs."

Anticipated growth in student achievement to be 2% for students enrolled in the support courses; data for 2016-2017 is not yet available.

Expenditures

BUDGETED

\$67,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$97,056.00

Additional costs due to actual salary placement and fringe benefits of 1 FTE Certificated employee.

ACTIONS / SERVICES

Action

6

Actions/Services

PLANNED

Hire 1 FTE Classified position (EL Para Educator) to provide direct student support in grades 9-12. Students needing support will be identified by local assessments. Anticipated growth in academics; 2%.

ACTUAL

Posted but were not able to hire 1 FTE Classified position (EL Para Educator) to provide direct student support in grades 9-12. Rethinking this position. Students needing support were identified by local assessment results and grades. Growth is yet unknown academically; however, there has been evidence of reduction in "F's" schoolwide

Expenditures

BUDGETED

\$45,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$0.00

Although the 1FTE Classified position was posted, we were unable to hire someone to provide direct support at the 9th-12th grade levels. We are now rethinking the position.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of actions and services achieved the articulated goal of graduating students with the necessary skills to enter career and college by providing access to increased AP & College Courses. We went from offering only 20 AP Course seats, which consisted of 4 students in an AP Calculus class and 16 students in an AP Spanish course to now offering this 2017-2018 school year 188 AP Course Seats! We have a the average Junior and Senior taking 2 or more AP courses. In addition, we have also increased the level of A-G acceptance rate in our graduating seniors 18% A-G acceptance rate four years ago to 35% this past 2015-2016 school year. This was higher than the county average of 28%!

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

The overall effectiveness of these actions/services was evident as measured by the LEA. We increased:

- A-G Acceptance rate to 35%, higher than the county average of 28%
- Increased AP course seats from 20 AP Course Seats four years ago to 188 AP Course seats in 2015-2016
- Established and offered two Dual Enrollment college courses on our high school campus
- Offered four college courses with 89 students enrolled during the 2016 summer school academy program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between the Budgeted Expenditures and Estimated Actual Expenditures exist in some actions/services including in our Common Core Curriculum adoption for TK-3 English Language Arts. We estimated \$50,000 and the adoption actually cost \$110,000. In addition, the cost of the Intervention Specialist that we hired for grades 7-12 was less than budgeted, from \$75K estimated to \$68K actual expenditure, because of the person's actual placement on the salary scale and actual fringe benefits.

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

This goal will be rewritten to ensure that alignment of our LCAP is revisited and redone. This goal will become Goal 2 in the 2017-20 LCAP and will read as follows with the following actions and services:
Goal Area 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college and career. It will meet State Priorities 4, and 5. The actions and services will focus on:
2.1 A-G COURSES - Increase access

2.1 PREP-PERIOD BUY-OUTS (MATH) 2 - (to Increase Course Access)
2.1 Continue a STUDENT-DRIVEN MASTER SCHEDULE
2.1 Continue a BLOCK SCHEDULE
2.2 An Internship Coordinator (1FTE) #3 & #4 (Pathways)
2.3 Offer SPORTS/ELECTIVES/PROGRAMS #4 & #6 Co-Curricular Activities for 7th -12th
2.4 Implement and build out courses for Digital media and Information Recording Studio
2.5 Support AP-TESTING fees for students who can't afford it.
2.6 Continue to implement a Summer Academy for 1st - 12th grades - (College course offerings, credit recovery, English Language Development, enrichment courses)

Goal 1c

Goal Area 1: Students will graduate from Williams Unified with the necessary skill 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.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Student performance in Language Arts is measured by program benchmarks and other local assessments, anticipated student growth is 4%.
- 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%.

ACTUAL

- LEA has not developed district benchmark or local assessments in ELA. CA Dashboard results indicate an overall increase of 4 points resulting in "Low-Maintained."
- CAASSP increased 2% from 22% Meeting or Exceeding in 2015 to 24% Meeting or Exceeding in 2016.
- API is no longer available; no state test scores. Expected outcome needs to be deleted and will use Dashboard data in future.
- Re-classification rate of English Learners increased from 5.1% (in 2015-16) to 19.4% (in 2016-17); a 14.3% increase.
- Student overall mean scale score on California English Language Development Test increased by 3.3% from 2015 to 2016. In 2015, it was 493.8% overall and in 2016 it was 510.4 overall, an increase of 5% each academic year.
- In 2013-2014 a total 18 students passed their Advance Placement exams with a 3 or higher. In 2014-2015 a total of 28 students passed their Advanced Placement tests, an increase of 36%.
- There were no students enrolled in SIPPS; however, Reading intervention (K-4) did occur. Do not have level exams identified or

- 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

- students tagged to disaggregate any exam data. Need to revisit this outcome and measure.
- Three additional sections were added; Ag Soil, Science, Algebra 2 & Geometry
- Increase in student performance on Common Core State Standards was met using CAASPP Data. Students increased 2%. In 2015 overall CAASPP score in ELA was 22% and in 2016 overall CAASPP as 24%
- Data not available on the number of students entering 1st grade ready to read or reading by 5%, baseline established in 2015/16. Comparison will be made at end of 2016-2017 school year.
- Ready for College EAP in English for 11th Grade in 2015 CAASPP was 47% and in 2016 CAASPP was 61%, resulting in a 14% increase.

ACTIONS / SERVICES

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

Action	1		
Actions/Services		PLANNED 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. Student growth measured by state assessment, CELDT. Each student score will grow by 5% each year on the overall score.	ACTUAL 7th-12th grade students with a CELDT score of 1-3 were enrolled in an ELD Language and ELD Writing course to further support their acquisition of the English Language. Student growth was measured by the state assessment, CELDT. Each student's score grew 5% or higher each year on the overall score resulting in an overall increase of 17% from 2015-16 to 2016-17.
		BUDGETED \$150,000.00 Funding Sources: LCFF Base (0000)	ESTIMATED ACTUAL \$149,660.00 Additional Buy-out periods were funded to provide the ELD language and ELD writing courses
Expenditures			

ACTIONS / SERVICES

Action

2

Actions/Services

PLANNED

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.

Increase of students passing both courses each semester by 5%

Comparison of baseline data that was established in 2015/16.

ACTUAL

All 7th and 8th grade students were enrolled in a Language Arts class with a lab to decrease the number of students in academic recovery at the conclusion of each semester. There was an increase of students passing both courses each semester by 8%. Comparison to baseline data that was established in 2015/16

Expenditures

BUDGETED

\$224,000.00

Funding Sources: LCFF Base (0000)

ESTIMATED ACTUAL

\$226,132.00

ACTIONS / SERVICES

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

Action

3

Actions/Services

PLANNED

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).

Increase the number of students (5%) entering 1st grade reading or ready to read as identified by local assessments

ACTUAL

District increased instructional minutes in 2015-16. The program still needs to increase to full day Transitional Kindergarten (2) and Kindergarten (5) to meet student needs.

In 2015-2016 3 of 68 students (4%) were entering at 1st grade reading on the SRI local assessment. In 2016-2017, only 5 of 69 students (7%) were entering at 1st grade reading on the SRI reading inventory. An increase of 3% was the annual increase.

The district covered the cost of students who have not reached

Expenditures

District will cover the cost of students who have not reached the age of 5. Data will be reported out through the Annual Update.

the age of 5 for TK. A total of 20 students did not meet the TK reimbursable amount and cost was the equivalent of 1 FTE TK Teacher

BUDGETED

\$120,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$164,631.00

Increased costs were due to increase in staffing for TK.

ACTIONS / SERVICES

Action

4

Actions/Services

PLANNED

- Increase the number of Advance Placement course offerings by one section for 2016/17. Additional sections; AP Art History and AP European History.
- Increase the number of students taking Advance Placement courses.
- Increase the number of students passing the Advance Placement exam with 3 or higher.
- Compare scores to the baseline from 2015/16. Anticipated growth is 3% over the previous year. Scores will be reported out through the Annual Update.

ACTUAL

- Increased the number of Advance Placement course offerings in AP Art, AP History and AP European History.
- Increased the number of students taking Advance Placement courses from 113 to 180 AP course seats. Increased the number of students passing the Advance Placement exam with 3 or higher from 18 to 28.
- Unable to compare scores from individual students since they receive those and did not obtain all results other than reporting of how many students took and passed the results.
- Scores will not be reported through the Annual Update; however, the number of students taking and passing the AP exams will be reported due to the availability of data. AP exams were paid for by district for students who took the AP exams.

BUDGETED

\$70,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$97,000.00

Estimated Actual costs are higher than budgeted due to allocation of the funds to the additional Buy-out periods due to increase in AP courses offered.

Expenditures

ACTIONS / SERVICES

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

Action

5

Actions/Services

PLANNED

- Ongoing assessment of the Language Arts program and impact on reading readiness and ability to access grade level content area.
- 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.
- Each grade level established local assessment/s to measure progress by in 2015/16.
- Anticipated student growth is 4% for each grade level on the identified local assessment/s. Data will be reported out through the Annual Update.

ACTUAL

- Assessment of the Language Arts program and impact on reading readiness and ability to access grade level content area has been conducted and continues to be monitored.
- In/Out school intervention is being provided to increase student achievement, Para-educators time is becoming an increased service, student access to book collections of expository text in the form of classroom libraries has been provided.
- Common Core Assessments have not yet been developed or systemically put in place to measure in short cycles or benchmarks locally. A goal for next year.
- Each grade level has started to establish local assessment/s to measure progress, but not consistently and throughout the school year. There are no common and consistent local student assessments to ensure growth. Only local assessment is the Scholastic Reading Inventory

Expenditures

BUDGETED

\$200,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$231,000.00

Estimated Actual costs are higher than budgeted due to increases in intervention services provided to students and para-educator increased costs.

ACTIONS / SERVICES

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

Action	6		
Actions/Services	PLANNED Early Assessment Program; student scores will increase by 3% in the Ready for College English category, each academic year.	ACTUAL Ready for College EAP in English for 11th Grade in 2015 CAASPP was 47% and in 2016 CAASPP was 61%, resulting in a 14% increase.	
Expenditures	BUDGETED -0-	ESTIMATED ACTUAL Funded through College Readiness Grant that was receive by District rather than LCAP	

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of these actions and services indicated that we were effective in the implementation. The highest level of success was in the increased AP course offerings (188 course seat offerings). Where we still have a challenge is in consistent implementation of local ELA assessments that can be effectively used to improve ELA standards implementation.

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

The overall effectiveness of these actions and services indicated in this goal are still yet to be determined in most cases since we do not have the latest CAASPP results and will need to use that data to see the effectiveness of increased student achievement. There was growth in CELDT according to AMAOs for 7-12; however, for K-3 there was a slight decline. There was also a slight increase in our SRI reading results district-wide by did not appear to be significant.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between the Budgeted Expenditures and Estimated Actual Expenditures exist in some actions/services including in due to differences between estimated Budgeted Expenditures of actions/services and Estimated Actual Expenditures including:

- Additional Buy-out periods were funded to provide the ELD language and ELD writing courses
- Increased costs due to increase in staffing for TK.
- Allocation of funds to the additional Buy-out periods due to increase in AP courses offered
- Increases in intervention services provided to students and increased para-educator costs

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

This goal had too many sub-goals which in essence, became actual goals, according to how this LCAP was written. We went from four goals to 32 goals by including the sub-goals in the goal sections. Therefore, this sub-goal's actions and services will be broken down into two goals that will be written as follows:

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

- is based on state standards;
- is aligned TK-12;
- fosters engagement/collaboration;
- is designed to develop students' 21st Century skills; and
- is appropriately assessed through formative/summative measures and state accountability targets.

This goal will meet State Priorities 2, 4, 7 and 8

It will have the following Actions/Services:

- 1.1 Adopt a Framework to drive Districtwide improvement in instruction and achievement.
- 1.2 Establish Data-Driven Decision Making Teams to improve: a) Teaching; b) Instructional Leadership; and c) Organizational Leadership
- 1.2 Achievement Data Teams
- 1.2 Local Assessments - (Illuminate)
- 1.3 Professional Development and Coaching related to ELA- Common Core State Standards (including use of best practices/strategies, such as TELAC/Do-Now/STAR/Threshold-Ratio
- 1.3 Math Professional Development
- 1.4 Implement Music Program that is Culturally Relevant - 1 FTE Music instructor
- 1.4 Continue to provide support for collaboration (P.E. teachers 2 FTE)
- 1.5 Implement TK (Maintain TK and fund Underfunded TK, if funds allow)
- 1.5 Implement Full Day TK and K
- 1.6 Hire Instructional Tech Tosa-Coach - (new)

The second goal will be **Goal Area 2:**

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

It will meet State Priorities 4 and 5

The Actions and Services will include the following:

- 2.1 Block Schedule
- 2.1 Student-Driven Master Schedule
- 2.1 A-G Course Increase
- 2.1 Prep-Period Buy-Outs - (Increase Course Access)
- 2.2 Hire Internship Coordinator (1FTE) in 2018-19 (Pathways)
- 2.3 Sports/Electives/Programs (Co-Curricular Activities)
- 2.4 Digital Media-Studio
- 2.5 AP-Testing
- 2.6 Implement a Summer Academy for 1st - 12th grades (College course offerings, credit recovery, English Language Development, enrichment courses)

Goal 1d

Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.
(1d) Improve School Readiness.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Parent Information Meetings: Increase participation by 5%
- Parent Nights to meet identified needs of parents, including unduplicated students and those with exceptional needs. Increase participation 10% from the previous year.
- Registration Process: 2% of students are passing exam with a proficient score.
- Registration Tool: Incoming students scores accurately reflect their abilities (5%)

ACTUAL

- Parent Information & Workshop Meetings increased from 6 sessions in 2015-16 to sessions 10 this 2016-2017 school year, to: Increased parent participation by 40%.
- Parent Nights increased from 23 Parent Nights in 2015-16 to 41 Parent Nights this 2016-2017 school year: Increased parent participation by 43%
- No data collected because it is not clear what 2% increase is on what exam and for what group of students? This outcome will be eliminated in the future.
- Registration Tool for incoming Kinder students has not been determined and approved as an accurate tool to identify Kinder readiness. No data available and will eliminate in next year's LCAP plan

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

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

Increase scores of students entering Kindergarten by 4% as determined by local assessments.

Increase parent participation from the previous year by 5%

ACTUAL

Kinder Information parent took place May 3, 2017 in collaboration with the County where programs to support early literacy exposure support program was introduced;
Footsteps to Brilliance

Local assessment to measure increase in Kinder readiness due to Footsteps to Brilliance has not been developed or measured. It still needs to be determined.

Increase parent participation from the previous year by 5%. In 2015-2016 there were 68 parents in attendance. In 2016-2017 there were 79 parents in attendance: a 14% parent increase

Expenditures

BUDGETED

\$75,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$817.00

Estimated Actual costs are lower than budgeted amount because Colusa County Office of Education funded Footsteps to Brilliance and the increased parent participation activities were partially funded through Migrant Ed and Title III.

ACTIONS / SERVICES

Action

2

Actions/Services

PLANNED

Parent Nights will be provided each trimester in grade TK-6.

Parents, including those of students with exceptional needs, will be encouraged to attend.

Topics will be centered around items that improve attendance, and student performance.

ACTUAL

Parent Nights were be provided each trimester in grade TK-6. Parents included those students with exceptional needs.

Topics will were centered around items that improved attendance, and literacy, health, science & math

Expenditures

BUDGETED

\$2,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$2,000.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall actions and services increased parent involvement and engaged parents in parenting education, family engagement, strategies to support content learning for students and college and career readiness. The goal of helping parents to support improving school readiness appeared to provide effective outcomes and did increase parent involvement.

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

The overall effectiveness of the actions and services appear to definitely increase parent involvement and to some extent improve school readiness as measured by the identified measures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The allocation of monies to support and improve school readiness and increase scores in Kinder were used to provide two .5 teachers that provided targeted literacy support in all Kinder classrooms (\$75,000); however, one of the .5 teacher positions took almost a trimester to hire (expended 58,000). In addition, a number parent night was funded to provide parent training and family engagement (\$13,600) such as the Latino Family Literacy (TK-3). Babysitting, materials, food, snacks were also expenses that met the actual amount (\$2,400).

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

This **Goal 1c** will become **Goal 4** (2017-20 LCAP):
Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders. State Priority 3 and 6
Outcomes and Measures will be modified and aligned to more refined and well developed local indicators. In addition, the following actions and services will be added:

- District liaison (1FTE)
- Parent involvement #5 - (Parent Advocate; Parent Center, Project Inspire, Parent College)
- Continue recognition of Certificated and Classified Staff at Board Meetings

Goal 1e

Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.
(1e) Improve and refine the Reclassification process for English Language learners.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Annual Measurable Achievement Objective (CELDT) I and local assessments; growth of 2%.

ACTUAL

Annual Measurable Achievement Objective (CELDT) I growth was .05% in 2013-14 which was 51% meeting AMAO. In 2014-15, it was 52.5% meeting AMAO.

Did not meet anticipated growth of 2% for the District or individual sites, except for Jr./Sr. High which had GROWTH of 4.6%.

Williams Primary AMAO Results:

AMAO 1 2015-16 annual progress = 53.2%

AMAO 1 2016-17 annual progress = 61.4% AMAO 1

OVERALL DECREASE OF = -8.2%

Williams Upper Elementary AMAO Results:

AMAO 1 2015-16 annual progress = 50.7%

AMAO 1 2016-17 annual progress = 66.7%

AMAO 1 OVERALL SIGNIFICANT DECREASE OF = -16%

Williams Jr./Sr. High AMAO Results:

AMAO 1 2015-16 annual progress = 66%

Annual Measurable Achievement Objective (CELDT) II MORE than 5 years; growth of 2%.

Annual Measurable Achievement Objective (CELDT) II LESS than 5 years; growth of 2%.

AMAO 1 2016-17 annual progress = 61.4%
AMAO 1 OVERALL INCREASE OF = +4.6%

Williams Mid-Valley High AMAO Results:
AMAO 1 2015-16 annual progress = 33.3%
AMAO 1 2016-17 annual progress = -46.7%
AMAO 1 OVERALL SIGNIFICANT DECREASE OF = -46.7%

Williams USD District-wide AMAO Results:
AMAO 1 2015-16 annual progress = 64%
AMAO 1 2016-17 annual progress = 55%
AMAO 1 OVERALL DECREASE OF = -9%

For local measure, the SRI inventory showed a 1% growth from 2015-16 (33% Proficient or Advanced) to 2016-17 (34% Proficient or Advanced).

Annual Measurable Achievement Objective (CELDT) II MORE than 5 years:
Growth of 2% was NOT MET
AMAO II: More than 5 years 2015-16 was 58.2%
AMAO II: More than 5 years 2016-17 was 46.5%
15-16 to 16-17 AMAO II MORE than 5 years DECREASED -11.7%

The district decided to withdraw from Title III Consortium in 15-16. Started a new Consortium in 2016-17 as a Lead with a new Superintendent.

Annual Measurable Achievement Objective (CELDT) II LESS than 5 years:
Growth of 2% was NOT MET:
AMAO II: Less than 5 years 2015-16 was 21.1%
AMAO II: Less than 5 years 2016-17 was 18.9%
15-16 to 16-17 AMAO II Less than 5 years DECREASED -2.2%

The district decided to withdraw from Title III Consortium in 15-16.

Reclassification Process: Increase reclassification rate by 10%, as determined by the English Learner Master Plan.

AP and EAP addressed in Goal Area 1b, 1c.

College and Career Readiness addressed in Goal Area 1b.

Started new Consortium in 2016-17 as a Lead with new Superintendent.

Re-classification rate of English Learners increased from 5.1% (in 2015-16) to 19.4% (in 2016-17); a 14.3% increase. We also significantly increased from 36 (2016) to 143 (2017) ELs being Re-designated as FEPs.

In 2013-2014 a total 18 students passed their AP exams with a 3 or higher. In 2014-2015 a total of 28 students passed their Advanced Placement tests; an increase of 36%. EL EAP completers went from 10% in 2015 to 17% in 2016. No data yet for 2017.

Ready for College EAP in English for 11th Grade in 2015 CAASPP was 47% and in 2016 CAASPP was 61%, resulting in a 14% increase.

Ready for College EAP in English for 11th Grade in 2015 CAASPP was 47% and in 2016 CAASPP was 61%, resulting in a 14% increase.

ACTIONS / SERVICES

Action

1

Actions/Services

Expenditures

PLANNED

Students identified as English Learners; will take the California English Language Development Test each year.

Each student will make annual growth as determined by the test in AMAO 1.

Anticipated growth is 2% each year for the District and individual site.

ACTUAL

Students identified as English Learners; have taken the California English Language Development Test each year. Anticipated growth of 2% for the District or individual sites was NOT MET by district and all sites, except for Jr./Sr. High which had a +4.6% GROWTH:

Williams Primary AMAO Results:

AMAO 1 2015-16 annual progress = 53.2%

AMAO 1 2016-17 annual progress = 61.4%

AMAO 1 OVERALL DECREASE OF = -8.2%

Williams Upper Elementary AMAO Results:

AMAO 1 2015-16 annual progress = 50.7%

AMAO 1 2016-17 annual progress = 66.7%

AMAO 1 OVERALL SIGNIFICANT DECREASE OF = -16%

Williams Jr./Sr. High AMAO Results:

AMAO 1 2015-16 annual progress = 66%

AMAO 1 2016-17 annual progress = 61.4%

AMAO 1 OVERALL INCREASE OF = +4.6%

Williams Mid-Valley High AMAO Results:

AMAO 1 2015-16 annual progress = 33.3%

AMAO 1 2016-17 annual progress = -46.7%

AMAO 1 OVERALL SIGNIFICANT DECREASE OF = -46.7%

Williams USD District-wide AMAO Results:

AMAO 1 2015-16 annual progress = 64%

AMAO 1 2016-17 annual progress = 55%

AMAO 1 OVERALL DECREASE OF = -9%

BUDGETED

\$10,000.00 - Funding Sources: LCFF Base (0000)

ESTIMATED ACTUAL

\$9,850.00

ACTIONS / SERVICES

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

Action

2

Actions/Services

PLANNED

Students identified as English Learners; will take the California English Language Development Test each year.

Each student will make annual growth as determined by the test in Annual Measurable Achievement Objective II, less than 5 years.

Anticipated growth is 2% each year for the District and individual sites.

ACTUAL

Students identified as English Learners took the California English Language Development Test each year.

Anticipated Growth in the Annual Measurable Achievement Objective II, LESS than 5 years of 2% for the District and individual sites was NOT MET by District and all sites, except for the Jr. Sr. High which was MET with a +4.9% GROWTH.

Williams Unified SD AMAO II LESS than 5 years Results:
AMAO II: Less than 5 years 2015-16 was 21.1%
AMAO II: Less than 5 years 2016-17 was 18.9%
15-16 to 16-17 AMAO II Less than 5 years DECREASED - 2.2%

Williams Primary AMAO II LESS than 5 years Results:
AMAO II: Less than 5 years 2015-16 was 13.6%
AMAO II: Less than 5 years 2016-17 was 17.8%
15-16 to 16-17 AMAO II Less than 5 years DECREASED - 4.2%

Williams Upper Elementary AMAO II LESS than 5 years Results:
AMAO II: Less than 5 years 2015-16 was 38%
AMAO II: Less than 5 years 2016-17 was 30%
15-16 to 16-17 AMAO II Less than 5 years DECREASED -8%

Williams Jr./Sr. High AMAO II LESS than 5 years Results:
AMAO II: Less than 5 years 2015-16 was 16%
AMAO II: Less than 5 years 2016-17 was 11.1%
15-16 to 16-17 AMAO II Less than 5 years INCREASED +4.9%

Expenditures

	<p>Williams Mid-Valley High AMAO II LESS than 5 years Results: AMAO II: Less than 5 years 2015-16 was 0% AMAO II: Less than 5 years 2016-17 was 0% 15-16 to 16-17 AMAO II Less than 5 years was 0% (only 3 students in the cohort)</p> <p>The district decided to withdraw from Title III Consortium in 15-16. Started a new Consortium in 2016-17 as a Lead with a new Superintendent.</p>
<p>BUDGETED \$2,000.00 Funding Sources: LCFF Supplemental/Concentration (0000)</p>	<p>ESTIMATED ACTUAL \$1,910.00</p>

ACTIONS / SERVICES

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

Action

3

Actions/Services

<p>PLANNED Students identified as English Learners; will take the California English Language Development Test each year.</p> <p>Each student will make annual growth as determined by the test. in Annual Measurable Achievement Objective II, more than 5 years.</p> <p>Anticipated growth is 2% each year for the District and individual sites</p>	<p>ACTUAL Students identified as English Learners took the California English Language Development Test each year</p> <p>Anticipated Growth in the Annual Measurable Achievement Objective II, MORE than 5 years of 2% for the District and individual sites was NOT MET by District and all sites, except for the Jr. Sr. High which was MET with a +2.8% GROWTH.</p> <p>Williams Unified SD AMAO II MORE than 5 years Results: AMAO II: More than 5 years 2015-16 was 58.2% AMAO II: More than 5 years 2016-17 was 46.5% 15-16 to 16-17 AMAO II MORE than 5 years DECREASED - 11.7%</p>
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Expenditures

	<p>Williams Primary AMAO II MORE than 5 years Results: AMAO II: More than 5 years 2015-16 was 0% AMAO II: More than 5 years 2016-17 was 0% Williams Primary had no students MORE than 5 years = 0%</p> <p>Williams Upper Elementary AMAO II MORE than 5 years Results: AMAO II: More than 5 years 2015-16 was 59.2% AMAO II: More than 5 years 2016-17 was 39.8% 15-16 to 16-17 AMAO II MORE than 5 years DECREASED - 19.4%</p> <p>Williams Jr./Sr. High AMAO II MORE than 5 years Results: AMAO II: More than 5 years 2015-16 was 57.6% AMAO II: More than 5 years 2016-17 was 54.8% 15-16 to 16-17 AMAO II MORE than 5 years INCREASED +2.8%</p> <p>Williams Mid-Valley High AMAO II MORE than 5 years Results: AMAO II: More than 5 years 2015-16 was 50% AMAO II: More than 5 years 2016-17 was 33.3% 5-16 to 16-17 AMAO II MORE than 5 years DECREASED - 16.7%</p> <p>The district decided to withdraw from Title III Consortium in 15-16. Started a new Consortium in 2016-17 as a Lead with a new Superintendent.</p>
<p>BUDGETED</p> <p>\$2,000.00</p> <p>Funding Sources: LCFF Supplemental/Concentration (0000)</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,950.00</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>The overall implementation of increasing reclassification of students was evidenced and increased in grades 3-12. The actions and services listed in 2016-17 LCAP for this goal were related to student outcomes rather than being actions/service related to intentional monitoring and implementation of programs and services for students.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Based on LCFF Evaluation Rubrics, English Learner achievement on CAASPP English Language Arts and Mathematics are at the same performance levels as "all student" performance levels which are Yellow.</p> <p>"EL Only" was Yellow, scored Very Low (105.1 points below level 3) & Declined Significantly - 20.9 points</p> <p>"EL - Reclassified Only" was Yellow, scored Low (30.9 points below level 3) & Maintained +4.9 points</p> <p>On AMAOs 1 and 2, Students did not meet the expected goal of increase of 2% in grades TK-6. However, in grades 7-12, ELs did meet and exceed the 2% increase goal.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>There was no significant or material difference between budgeted expenditures and estimated actual expenditures.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>This goal had too many sub-goals that were actual goals, which became unmanageable. This sub-goal was intended to focus on ELs but really did not have any real actions or services, other than making sure students took the CELDT and were reclassified when needed.</p> <p>The actions and services for English Learners will be moved to Goal Area 3: Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student. It will meet State Priorities - 4, 5 & 6</p> <p>The Actions/Services related to EL support will read: 3.8 Provide coordinated support services to English Learners including a formal reclassification process that is utilized by all and organized by the District EL/SIG/FPM Administrator (30% FTE)</p>

Goal 2a

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.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase of 2% Student Attendance Rate.
Decrease of 2% in Suspension Rate.

ACTUAL

Suspension rate Status was Medium (4.3) and the Change Declined to 0.6% according to the CA Dashboard.

Dataquest data shows that the decrease of 2% in Suspension Rate was NOT MET for the 13-14 & 14-15 year.

Suspension Rate in 2013-2014 was 4.5

Suspension Rate in 2014-2015 was 4.8 There was a .03% increase.

2015-2016 to 2016-2017 data is yet to be obtained.

Decrease of 2% in Expulsion Rate.

Expulsion according to CA Dashboard indicator was Low-Maintained with 0 expulsions.

Dataquest data shows that the decrease of 2% in Expulsion Rate was MET for the 13-14 to 14-15 year with a decrease to 0 expulsions.

Expulsion Rate in 2013-2014 was .5
Expulsion Rate in 2014-2015 was 0

2015-2016 to 2016-2017 data is not yet available and yet to be obtained.

<p>Increase number of parents completing Parent Climate Survey by 5%.</p>	<p>The increase in number of parents completing Parent Climate Survey by 5% was MET. 0 Parents Completed the Parent Climate Survey in 2015-2016 28 Parents Completed the Parent Climate Survey in 2016-2017</p>
<p>Teach Like a Champion; decrease in student referrals to Administration by 3%.</p>	<p>Teach Like a Champion is a positive behavior support set of strategies that was used consistently district-wide. No data was kept on the number of referrals to administration in order to determine if there was a 3% decrease. This outcome will need a different measure or a method of tracking referrals will need to be put in place.</p>
<p>Music Instruction; 3% growth on local assessments</p>	<p>Music Instruction; 3% growth on local assessments was NOT MET. This service will need to be revisited.</p> <p>33% of 1st-12th grade students met or exceeded proficiency in 2015-2016 SRI local assessments.</p> <p>34% of 1st-12th grade students met or exceeded proficiency in 2016-2017 SRI local assessments.</p> <p>A 1% GROWTH was evidenced in SRI local assessment in Reading.</p>
<p>Physical Education: 5% increase in scores on physical fitness test.</p>	<p>Physical Education Instruction; 5% growth on Physical Fitness Test was is not yet determined.</p> <p>For 14-15 to 15-16 it was NOT MET. This service will need to be revisited.</p> <p>2014-2015 % of grade 5 students in HFZ was 64.4% (65 of 101 students) 2015-2016 % of grade 5 students in HFZ was 64.8% (68 of 105 students) A 0.4% GROWTH was evidenced in Physical Fitness Test..</p>

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Year Two of behavioral program implementation, Teach Like a Champion. Focus strategies; STAR, Do Now, Threshold and Ratio.

Analyze impact on students' behaviors, decrease of referrals by 3%. To be reported out through the Annual Update.

ACTUAL

Year Two of positive behavioral support program implementation, Teach Like a Champion was successful. Focus strategies; STAR, Do Now, Threshold and Ratio were consistent and evident.

The analysis of the impact on students' behaviors appear to have decreased the number of referrals. However, data was not kept or tracked. Data will need to be kept next year or measure will need to be changed.

Expenditures

BUDGETED

\$5,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$665.00

Estimated Actual costs are lower than budgeted amount because training continued through district teacher trainers rather than external consultant support.

ACTIONS / SERVICES

Action

2

Actions/Services

PLANNED

Hire Music Instruction measure impact on other content areas through local assessments.

ACTUAL

Music instructor was hired and Music Instruction's measures show a 1% increase in Reading scores based on local SRI assessment results. The impact on other local content areas will need measures established or expected outcomes changed.

Expenditures

BUDGETED

\$67,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$85,339.00

Estimated Actual costs are higher than budgeted amount because of actual cost of newly hired staff (salary placement and fringe benefits).

ACTIONS / SERVICES

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

Action

3

Actions/Services

Expenditures

PLANNED

Hire 2 FTE to service students in grades K-5,
2 sections of PE instruction from secondary staff.

Analyze impact of PE instruction for students in grade
K-12 on state physical fitness test.

ACTUAL

Hired 2 FTE to service students in grades K-5 and increased
2 sections of PE instruction with secondary staff.
The impact analysis for students in grades K-12 on state physical
fitness in the percent of students in HFZ for grades 5, 7 or 9 is as
follows:

2014-15 % of Grade 5 Students in HFZ = 64.4%

2015-16 % of Grade 5 Students in HFZ = 64.8%

Increase of 0.4%

2014-15 % of Grade 7 Students in HFZ = 58.0%

2015-16 % of Grade 7 Students in HFZ = 0% no data available
Insufficient data to determine increase or decrease

014-15 % of Grade 9 Students in HFZ = 64.9%

2015-16 % of Grade 9 Students in HFZ = 45.2%

Significant Decrease of 19.7%

In summary, the impact of increased PE instruction for students
in grade K-12 on state physical fitness test does not show
significant growth and in grade 9 a significant decrease of
19.7%.

BUDGETED

\$134,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$144,068.00

Estimated Actual costs are higher than budgeted amount because of
actual cost of newly hired staff (salary placement and fringe benefits).

ACTIONS / SERVICES

Action

4

Actions/Services

PLANNED

Recognition of classified and certificated staff on a yearly basis in WUSD Board Meetings and at District events.

ACTUAL

Recognition of classified and certificated staff on a yearly basis in WUSD Board Meetings and at District event currently has no measure in its outcome data.

Recognition of retirements and successes have occurred throughout the year and participation of staff in special events has continued.

Expenditures

BUDGETED

\$2,000.00

Funding Sources: LCFF Base (0000)

ESTIMATED ACTUAL

\$1,800.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions/services to achieve the articulated goal in regard to improving school climate and increasing student achievement seem to have improved through the use of TLAC supportive behavior strategies, increase of P.E. staff and Music Teacher in all grades. We have reduced suspensions and expulsions. Unfortunately, we have had to deal with a number of staff disciplinary actions and work on putting in place more clear norms and build-up of character education.

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

The overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA requires a need to improve measures and indicators that can more tangibly help us assess whether we have improved creating a positive environment in measurable terms. In addition, we also do need to increase student achievement. We will be needing to re-articulate our goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred in areas related to hiring of new staff members. This is the result of individuals' salary scale placements and fringe benefit choices.

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

This particular goal will be redone as **Goal #3** to indicate:

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

It will meet State Priorities 4, 5 and 6.

The following actions and services will be included:

- Improve School Culture/Climate using MTSS, Lifelong Guidelines, Lifeskills & PBIS
- Intervention specialist (WHS) (Intervention Support Program Design Coordination) as an Improved service.
- Learning Center (WHS) (Continue the reduction of # of Fs) an Increased service.
- Reading Specialist 1.5 FTE (.5 FTE 4/6 Coordination of Support/Interventions; 1FTE TK- 3rd Direct Support Intervention) an Increased service.
- Para-educators (board need) (Will be provided PD; Serve in Literacy-Focused Support Program) an Improved Service
- Footsteps To Brilliance use - (Support literacy) an Increased Service
- Hire an EL/SIG/FPM Administrator (30% FTE) to oversee coordination of EL support program and services, SIG Grant and FPM. services) an Improved Service
- Mental health (1FTE) 4th-12th grades (1 day Elem & 4 Days HS) & a Learning Support Specialist for TK-3 (SIG Grant paid) an Improved Service
- Nurse (.75-1 FTE) (needed upon elimination of county support) Improved Service
- Drug detection- sniffing dog; pay for drug testing. An Increased Service

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

Goal 2b

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.

(2b) Support of socio-emotional development of students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase school attendance rates by 2%.

Attendance in 2016-2017 was 94.7%
Attendance in 2015-2016 was 94.9%

Attendance maintained with a minor .02% decrease in school attendance.

Decrease dropout rate by 2%, in grades 9-12.

Drop-out rate maintained and did not change. It remained 0 for the 2016-2017 school year.

Decrease dropout rate by 2% in grades 7-8.

Drop -out rate maintained and did not change, it remained at 0%.

Decrease number of students seeking additional counseling services.

Counseling services increased in 2015-2016 and in 2016-2017.

Decrease number of students with chronic absenteeism in grades 7-8 (JR High) and 9-12 (SR. High), by 2% each year.

Chronic absenteeism - Maintained at Low and increased by .04%
Chronic Absenteeism in 2105-2016 = 5.1%
Chronic Absenteeism in 2106-2017 = 5.5%

Drug detection; 3% decrease of students referred/suspected of drug use/possession	Drug detection of students referred/suspected of drug use/possession; increased by 4%, one incident caused the increase.
Free Meal Option; increase in students served by over 40% in 2015/16.	Free Meal Option increased in the number of students served free meals to 96%. Our LCAP costs increased as follows: 2014-2015 = \$65,000 2015-2016 = \$88,000 2016-2017 = \$128,000

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Employment of two counselors on contract for one on one and group services to students in grades TK-12.

Specifically targeting identified subgroups; foster-youth and homeless.

ACTUAL

Services were maintained. Employed two mental health counselors, one for 4 days a week for grades 4-12 and one for one-day grades TK-3. Mental health counselors also serviced identified subgroups; foster-youth and homeless.

Expenditures

BUDGETED

\$26,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

\$6,000.00

Funding Sources: Other

ESTIMATED ACTUAL

\$53,501.00

\$ 6,000.00

Estimated Actual costs are higher than budgeted amount because there has been an increase in days of service provided by the Mental Health Counselors, due to increased need for services.

ACTIONS / SERVICES

Action

2

Actions/Services

PLANNED

Use of vendor for drug detection on campus.
Decrease number of students referred/suspected of drug use/possession by 3%. Reported out through the Annual Update and site administration report.

ACTUAL

Maintained vendors for drug detection on campus.
Drug detection was reduced; however, we did have one incident that increased our numbers of drug detection; evidenced as effective.

Expenditures

BUDGETED

\$7,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$7,000.00

ACTIONS / SERVICES

Action

3

Actions/Services

PLANNED

The District will provide the additional funds necessary to provide all students meals at no cost.

Number of students served meals will be compared each month to prior year's count.
In the 2015/16 will be compared to 2014/15, anticipated increase of 8% at each serving facility. Growth exceeded 40%.

Reported out in the Annual Update process and the monthly Food Services report.

ACTUAL

The District provided additional funds necessary to provide all students' meals at no cost; increased from \$88k to \$128k.

Number of students served meals was compared each month to prior year's count. Increase of 100% at each serving facility. Growth exceeded 40%.

Action item is being reported in the Annual Update process and the monthly Food Services report.

Expenditures

BUDGETED

\$10,000.00

Funding Sources: LCFF Base (0000)

\$55,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$10,000.00

\$122,000.00

Estimated Actual costs are higher than budgeted amount due to the increase in the number of students participating in the program.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall implementation of actions/services to achieve the articulated goal indicates effectiveness in the following areas:

- Maintained drop-out rate at 0% in grades 7-12; evidenced as effective
- Free Meals option increased from 88k to 128k; evidenced as effective

School attendance rate was Maintained Low, with a slight decrease of .04%; evidenced as maintained

- The Mental Health counseling services increased and may need to be looked at as full-time FTE next year; evidenced as effective
- School's chronic absence attendance rate was Maintained Low, with a slight increase of .04% in chronic attendance; evidenced as maintained
- Drug detection was reduced with vendors; however, we did have one incident that increased our numbers of drug detection; evidenced as effective.

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

The actions/services were effective in achieving the articulated goals; however, the measures need to be modified for drop-out rate and for Free Meals. The drop-out rate is being maintained at 0% and the Free Meals cost has dramatically increased. This is an effective outcome; however, this increase in free meal costs is putting food service in a deficit. It has increased the number of student eating cafeteria meals and eating free meals is no longer being seen as a negative perspective.

The Mental Health counselor's measure also needs to be redone, because we are not allowed to know how many students are provided counseling and for what reasons. The service is contracted and we are unable to keep accurate track due to confidentiality purposes. Staff is aware of the increase in services and agree that there has been an increase in use of the mental health services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The biggest material difference has been in Free Meals cost. We have increased from \$88k to \$128k because more students are comfortable eating a free meal. There has been an increase in days of service in the Mental Health counselors, due to increased needs in services. Those are the material differences from the budgeted expenditures and estimated actual expenditures.

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

The changes that will be made to this goal for next year, will be to move all socio-emotional needs to one goal.

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

Also, we will be eliminating the Free Meals plan and go back to providing Free Meals/Reduced Meals for students who qualify. Student's families who do not pay reduced meals' cost will be looked at on individual bases to determine whether district will cover their cost or attempt to recover costs.

Goal 2c

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.

(2c) Academic achievement will be measured by a system of shared accountability for student achievement with clear performance standards.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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%.

ACTUAL

Data program in year one of implementation in the district included the purchase of Illuminate and AERIES Analytics. The gathering of baseline data is in progress.

Accountability program for the district has started implementation with training staff in "Achievement Data Teams." The data of pre-and post-assessments, as well as curricular alignment, is still inconsistent and needs to be fully developed. This work will need to continue into next year. Many grade levels and departments have not yet uploaded their assessments and data into Illuminate. Full switch to AERIES Analytics also has not been completed. Full change will occur in the 2017-2018 school year.

Common Core (Mathematics); integration and implementation at grades 4-12 is at 80% through CPM Math. TK-5 "GO-Math" is remaining at 50%. Limited training has taken place; however planning and coaching support has occurred. Teachers do not appear to like the curriculum and have worked on making modifications. Next year, more targeted training and support in Math, TK- 5th, will need to take place.

ACTIONS / SERVICES

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

Action	1		
Actions/Services	PLANNED <ul style="list-style-type: none">• Common Core; Language Arts and Mathematics- Implementation of 50% of Common Core curriculum in the area of Language Arts and Mathematics.• Development of thematic units and projects to increase implementation.• Alignment of curriculum to be supported through assessments similar to the CAASSP (SBAC).• Training and Support for staff in identified areas of Common Core.• 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.		ACTUAL <ul style="list-style-type: none">• Common Core; Language Arts (80%) and Mathematics (55%) implementation is currently occurring. The implementation varies by grade level in grades TK-5.• Development of thematic units and projects-based learning has increased in grades 2-6. Alignment of curriculum to be supported through assessments similar to the CAASSP (SBAC) has not yet occurred and will be the goal for next year.• Training and Support for staff has continued in identified areas of Common Core.• Single Plan for Student Achievement at each level includes the current level of implementation and the plan to further the goals of the site. Each Single Plan is aligned with the LCAP. Single Plans for Student Achievement will be approved by each site's School Site Council in October and be presented to the Board in November of each succeeding school year.
	BUDGETED \$40,000.00 LCFF Supplemental/Concentration (0000)		ESTIMATED ACTUAL \$32,645.00

ACTIONS / SERVICES

Action	2	
Actions/Services	PLANNED Open Learning Center to meet student needs after school hours. Assess utilization of learning center.	ACTUAL The Counseling/Media Learning Center to meet student needs after school hours opened and has been highly successful the 2016-2017 school year. The center has been in full utilization, including on certain scheduled Saturdays.
	BUDGETED \$35,000.00	ESTIMATED ACTUAL \$34,400.00
Expenditures		

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions/services such as purchasing AERIES Analytics and Illuminate has helped us to obtain ways on how to develop assessments that are performance-based and aligned to CCSS & SBAC. The training was limited and we realized we did not have the necessary coaching support for effective implementation and development of assessments. As Achievement Data Teams began to learn the protocols and processes, they realized that they did not have their essential standards in ELA and Math identified, nor did they have pre- and post- assessments to effectively measure their short cycles that they got a chance to implement this year. The system for shared accountability has not yet been established.

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

The articulated goal was not effectively accomplished. Essential standards for ELA and Math still need to be defined. Next, the essential standards need to be aligned to the curriculum being used and mapped out into a scope and sequence that will show what essential standards will be taught throughout the year and at what point of the year. After doing this, the pre- and post-assessments for short cycles will need to be developed. In addition, the Benchmark Assessments also need to be developed and aligned to SBAC. The data base systems are purchased; however more professional development, a TOSA Tech Coach will need to be hired to provide support as this accountability system is put in place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

There were minimal differences in between the budgeted expenditures and the estimated actual expenditures.

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

This goal's actions/services will be folded into a new goal listed as:

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

- is based on state standards;
- is aligned TK-12
- fosters engagement/collaboration;
- is designed to develop students' 21st Century skills; and
- is appropriately assessed through formative/summative measures and state accountability targets.

The expected outcome and metrics will be reworked to support state and local indicators and the LCFF Evaluation Rubrics.

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

Goal 2d

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.

(2d) 21st Century Teaching and Learning

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Common Core Math Curriculum; 50%

Common Core Math Curriculum; 50% Implementation of CCSS Math has been 50% achieved. In ELA piloting and adoption for TK-3 took place. McGraw-Hill's adoption was "Wonders."

Student access to technology increased; 1 to 1 access and will be maintained.

Increase student access to technology.

Student's access to technology increased through 1-1 student access in laptops and for each TK-3 Classroom the use of Pro-Wise monitors. At 4-6, All teachers had SMART Boards installed for their use.

Adoption of Common Core Language Arts Curriculum.

Adoption for CCSS Language Arts curriculum in grades TK-3 was McGraw-Hill "Wonders" after piloting this 2016-2017 school year Full implementation will begin in 2017-2018 school year.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

- Increase accessibility for students; purchase of computers for labs within individual classrooms.
- Align current Technology Plan to the LCAP.
- Progress towards the goal of one to one connectivity; 50%.
- Estimated cost is associated with purchase of computers and software to support Common Core implementation.

ACTUAL

- We increased accessibility for students; purchase of computers to update labs and laptops in individual classrooms took place and began its use in 2016-2017 school year.
- The current technology plan was rewritten and was aligned to the LCAP.
- The goal of one to one connectivity was accomplished in 2016-2017 school year.
- The purchase of computers and software to support Common Core implementation continued through the 2016-2017 school year as I-Lit ELL was piloted and purchased for English Language Development in grades 4-12.

Expenditures

BUDGETED

\$50,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$206,949.00

Estimated Actual costs are higher than budgeted amount because carryover LCFF funds were used to increase connectivity in all 3-12th grade classrooms, purchase 1 to 1 devices for 3rd - 12th grades and purchase Pro-Wise devices for TK-3rd.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>The overall implementation of the actions/services to achieve this articulated goal was accomplished successfully as accessibility of technology was accomplished through 1-1 student device availability in every classroom and purchase of Pro-Wise (grades TK-3) classroom monitors and SMART Boards (grades 4-6).</p> <p>The purchase of technology software and programs that support CCSS implementation continued to be looked at and purchased, such as I-Lit ELL (grades 4-12), Lexia (grades 1-3), & Footsteps to Brilliance (TK-3) and adoption of McGraw-Hill "Wonders" (grades TK-3).</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The overall effectiveness of the actions and services were effective as articulated by the goal. One of the challenges has been effective implementation in the years to come. It is clearly evident that there is a need for a TOSA (Teacher-On-Special-Assignment) in I.T. (Instructional Technology) to provide coaching and support in effective implementation of "blended learning."</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>The material differences between the Budgeted Expenditures and Estimated Actual Expenditures indicate the increased cost in the purchase of Pro-Wise Monitors for TK-3 and 1-1 student devices. The other increased cost was the additional costs of software and curriculum purchases.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>The changes that will be made to this goal will be: Move this goal to a new Goal #1: Williams Unified will raise achievement of all students through rigorous, relevant curriculum and instruction that:</p> <ul style="list-style-type: none">• is based on state standards;• is aligned TK-12;• fosters engagement collaboration;• is designed to develop students' 21st Century skills; and• is appropriately assessed through formative/summative measures and state accountability targets. <p>The measures will need to be tied to LCFF Evaluation Rubrics and Local Indicators based on the analysis of and results from this year's findings.</p>

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

Goal 3a

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.

(3a) Student Recognition Programs/Parental Involvement

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase participation in established groups by 5% over the prior year (DELAC, PTO, SSC)	Increased participation in established groups over the prior year (DELAC (200%), PTO (5%), SSC (5%).
Parent volunteers/Leaders will be recognized on a yearly basis.	Parent volunteers and Leaders were recognized for their service and support in June 2016 and June 2017.
Student recognition programs at individual sites.	Multiple forms of student recognition programs have been developed at individual sites. At WES recognitions take place every Friday at 8:30 AM. At WUES recognitions take place once month. At Williams Jr./Sr. High recognition takes place monthly as well.
Parent Nights; 4 for the year.	Parent Nights were higher than 4 and increased significantly this year at every site.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Students will be recognized at each site for student achievement.

Parents leaders/volunteers will be recognized on an annual basis during WUSD Board meetings.

ACTUAL

Students were recognized at each site for student achievement.

WES: Weekly

WUES: Monthly

WHS: Quarterly Parents leaders/volunteers were recognized on an annual basis during WUSD Board meetings.

June 2016 & June 2017

Expenditures

BUDGETED

\$2,000.00

Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL

\$2,502.00

ACTIONS / SERVICES

Action

2

Actions/Services

PLANNED

Increase number of parents participating in established committees by 5% each year.

Parent Teacher Organization (PTO), School Site Council (SSC) and the District English Learner Committee (DELAC)

Train participating parents on the purpose and business of each committee.

Attendance at conferences to increase awareness and parent knowledge of school business.

ACTUAL

We increased the number of parents participating in established committees significantly, beyond 5%.

Parent Teacher Organization (PTO); Increased by 10%
School Site Council (SSC); increased by 5%
District English Learner Committee (DELAC); increased by 200%

Training for parents on the purpose and business of each committee took place once this year. This training needs to occur more than once this year.

Attendance at conferences to increase awareness and parent knowledge of school business quadrupled. Parents were taken to the 1 Day CAFE mini -conference in Sacramento, the CAFE State Conference in Anaheim; and the Parent Teacher Association Annual Conference in San Francisco.

Expenditures

BUDGETED
\$1,000.00
 Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL
\$1,000.00
 Title III & Migrant Ed. funds paid for babysitting and some of the refreshments.

ACTIONS / SERVICES

Action

3

Actions/Services

PLANNED
 Parent Education Program and Parent Nights

Training for parents based on identified needs and state requirements. Parent nights to inform on school programs.

ACTUAL
 Parent Education Program and Parent Nights Training for parents based on identified needs and state requirements. Parent nights to inform on school programs.

Parent Education for DELAC took place Monthly. The topics were:

- September: Input & Development of Parent Ed. Workshops
- October: LCAP Progress
- November: How do I Help My Child in Mathematics?
- December: Cultural Proficiency: "Posada Event
- January: Local Law Enforcement Relations
- February: Health & Drug Awareness & LCAP Analysis
- March: CAFE Conference
- April: Literacy & Book Writing Family Night
- May: Socio-Emotional Intelligence & LCAP Draft Review & Input
- For TK-3 Parents, there was an 8 week Latino Parent Literacy Night session.
- For grade TK-12 we had Lifeskills/Lifelong Guidelines Awareness session.
- There was also a 7-12 Parent College & Career Readiness workshop series that occurred monthly for 8 months.

Expenditures

BUDGETED
\$5,000.00
 Funding Sources: LCFF Supplemental/Concentration (0000)

ESTIMATED ACTUAL
\$9,593.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of actions/services indicated an effective increase an increase in parent involvement and education for parents exceeding the projected 5% set as an indicator.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall implementation of actions/services indicated an effective increase in parent involvement and education for parents. It clearly exceeded the projected 5% set as an indicator to measure the goal. In addition, the recognition of students that occurred at each site was relevant in recognizing student achievement, sports and social skills learning.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material differences between Budgeted Expenditures and Estimated Actual Expenditures had to do with the increase in parent education and parent engagement. The actual amount expended is about right and should be allocated as the same into next year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will need to be re-written and will become Goal #4: Williams Unified School District will enhance parent engagement and improve communication among home, school and community stakeholders. It will focus on meeting state priorities #3 and 6. The metric and local indicators will need to be rewritten to insure appropriate data is gathered and used to guide continuous improvement in this goal. this goal will also include an improved service to accomplish this goal, which will include a District Liaison to support the implementation of this goal.

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

Goal 4b	Goal Area 4: Williams Unified will align our resources (Fiscal, employee, curriculum and schedules) to meet the educational needs of our students. (4b) Maintain and Improve facilities.
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Improvement of an identified area each year, increase overall score of FIT report.

ACTUAL

Identified area was to build a bus drop-off and parent pick-up parking lot for the west side lot. Construction took place and parking lot was completed November 7, 2016. The next step is to build four Kinder Portables. The FIT report overall score maintained at all sites.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	PLANNED Monitor the need to add areas of coverage with the security cameras. Maintenance and replacement of security cameras	ACTUAL Areas of coverage were monitored. No security cameras were purchased or added this 2016-2017 school year. Maintenance and replacement of security cameras was not needed this year.
	BUDGETED \$5,000.00 Funding Sources: LCFF Supplemental/Concentration (0000)	ESTIMATED ACTUAL \$0.00
Expenditures		

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of this goal focuses on maintaining working cameras and adding any additional cameras, where needed. This goal overall has been effective in that respect and has decreased issues with vandalism, helped us deal with discipline issues that may have been difficult to resolve or address and continues to help us monitor a safe and clean campus. The maintenance and improvement in facilities has been effectively maintained.

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

The overall effectiveness of this action addresses a small portion of the articulated goal, but has shown effective maintenance of safety on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The decrease in vandalism and placement of current equipment, as well as effective monitoring of it has helped us maintain and this year reduced the cost of purchasing any new cameras. that is the material difference in Estimated and Actual Expenditures.

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

This goal will be folded with some of the actions/services from this LCAP's goals. It will become Goal #5: Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs

- Continue to modernize school facilities to increase safety and update infrastructure. (This will include the purchase/update of security cameras as increase any additional camera sites, as needed.)

Goal #5 will meet State Priority 1.

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

Goal 4c	Goal Area 4: Williams Unified will align our resources (Fiscal, employee, curriculum and schedules) to meet the educational needs of our students. (4c) Transportation Home for Students
State and/or Local Priorities Addressed by this goal:	
STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10	
LOCAL _____	
<u>ANNUAL MEASURABLE OUTCOMES</u>	
EXPECTED	ACTUAL
Increase attendance in supplemental programs due to access.	Attendance in supplemental programs increased but was not impacted by transportation home for students. The increase was in the number of students being transported home after school by 100%. All students who normally walked home or were picked up by parents and taken home now are taken home by bus to the Migrant Camp and Valley Ranch areas.

ACTIONS / SERVICES

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

Action	1		
Actions/Services		PLANNED Ongoing cost of school to home transportation. The District will provide multiple routes for those students who live a mile or greater from the school.	ACTUAL School to home transportation has been provided this year using LCAP monies. Two routes have been provided: 1) Valley Ranch; & 2) Migrant Camp. Both of these routes are greater than one mile in distance. Action Met
		BUDGETED \$10,000.00 Funding Sources: LCFF Supplemental/Concentration (0000)	ESTIMATED ACTUAL \$10,000.00
Expenditures			

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	To increase attendance and student participation in our after-school programs and services we decided to use LCAP funds to support our after-school intervention support services and provide home to school bus transportation for students who lived more than one mile from the radius of our schools, which include to bus drop-offs. One at Valley Ranch and another at the Migrant Camp.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall effectiveness, was evident in the reduction of mothers walking to school with strollers and younger siblings to pick-up their children and walk them back to the Migrant Camp and Valley Ranch over Interstate I-5. It also reduced the amount of vehicle traffic we were encountering in the afternoons.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted allocation of \$10,000 was about the right amount expended and did not have any material differences than the actual expenditures.

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

There will be changes made in all of the LCAP goals because the way they were written, instead of four goals, we ended up with 32 goals, due to sub-goals being added to each goal. In addition, the goals need to be re-written so that they address the state priority areas in a clearer way.

This section will become part of Goal 5: Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs. It will meet State Priority - 1 and will include the following actions and services:

- 5.1 Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and in creating an enriched, rigorous 21st century learning environment
- 5.2 Probationary I and II teachers will all participate in the Tri County BTS/TCIP program. Probationary II teachers will clear their credential as required by the State.
- 5.3 ELA-CCSS Material Adoptions
- 5.4 Modernize the school facilities to increase safety and update infrastructure (which includes purchasing security cameras)
- 5.5 Provide adequate transportation (this includes the purchase district vehicle - mail delivery/ adult use)
- 5.6 Seek and obtain additional funding as needed to improve instruction, learning and facilities.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Involvement Process:

For the involvement process, many Stakeholder LCAP Advisory Committee (AC) meetings were held by the Superintendent with various distinct community groups, and students from each school. The meetings were to:

- a. Share 2015-2016 LCAP Goals, Actions & Services
- b. Share Data Findings & Annual Updates from 2016-2017 school year.
- c. Obtain input/recommendations on goals, actions and services for 2017-21 school years.
- d. Update stakeholders on new changes to LCFF Indicators/CA Dashboard and LCAP Template
- e. Share the 2017-2018 draft LCAP changes & updates & Obtain Final recommendations & input
- f. Final Public Input & Public Hearing

The goals, actions and services & data findings for 2016-2017 school year were shared in the Fall, as well as the changes occurring with LCFF indicators, rubrics and CA Dashboard. All stakeholders and staff had an opportunity to ask questions, engage in discussion and ultimately, provide input, recommendations for the coming 2017-2021 LCAP Goals, Actions and Services.

The following LCAP meetings occurred to engage them in the process:

District & Communities Meetings through Improving Williams USD:

October 5, 2016: Met with community stakeholders to share 2015-2016 LCAP Goals, Actions & Services

December 7, 2016: Met with community stakeholders to Share Data Findings & Annual Updates from 2015-2017 school year & new changes to LCFF Indicators/CA Dashboard and LCAP Template

March 1, 2017: Met with community stakeholders to Share Data Findings & Annual Updates from 2016-2017 school year & new changes to LCFF Indicators/CA Dashboard and LCAP Template

April 5, 2017: Met with community stakeholders to obtain input/recommendations on goals, actions and services and prioritize for 2017-21 school years.

May 16, 2017: Met with community stakeholders to share the 2017-2018 draft LCAP changes/updates & obtain final recommendations & input

District Cabinet Meetings:

September 6, 2016 Met with Cabinet to share 2015-2016 LCAP Goals, Actions & Services

November 1, 2016: Met with Cabinet to share 2015-2016 LCAP Goals, Actions & Services

January 17, 2017: Met with Cabinet to Share Data Findings & Annual Updates from 2016-2017 school year & new changes to LCFF Indicators/CA Dashboard and LCAP Template

February 21, 2017: Met with community Cabinet to obtain input/recommendations on goals, actions and services for 2017-21 & new changes to LCFF Indicators/CA Dashboard and LCAP Template

May 2, 2017: Met with Cabinet to share the 2017-2018 draft LCAP to prioritize changes/updates & obtain final recommendations & input

June 8, 2017: Meet to review final LCAP draft for 2017-2018 prior to Public Hearing

In addition, separate meetings took place with district advisory groups, union representatives and student meetings using the similar agenda outline used with stakeholder meetings. They were scheduled as follows:

DELAC/M-PAC District Advisory Groups:

October 3, 2016 Met with DELAC to share 2015-2016 LCAP Goals, Actions & Services

October 18, 2016: Met with M-PAC (Migrant Parent Advisory Group) to share 2015-2016 LCAP Goals, Actions & Services

November 28, 2017: Met with DELAC/MPAC to share Data Findings & Annual Updates from 2016-2017 school year & new changes to LCFF Indicators/CA Dashboard and LCAP Template

February 21, 2017: Met with DELAC/MPAC to obtain input/recommendations on goals, actions and services for 2017-21 & new changes to LCFF Indicators/CA Dashboard and LCAP Template

April 21, 2017: Met with DELAC/MPAC to share the 2017-2018 draft LCAP to prioritize changes/updates & obtain final recommendations & input

May 30, 2017: Meet to review final LCAP draft for 2017-2018 with changes prior to Public Hearing

Represented Meetings:

September 8, 2016 Met with WTA to share 2015-2016 LCAP Goals, Actions & Services

September 19, 2016 Met with CSEA to share 2015-2016 LCAP Goals, Actions & Services

November 16, 2017: Met with WTA/CSEA during Improving Williams USD to Share Data Findings & Annual Updates from 2016-2017 school year

December 7, 2017: Met with WTA to Share Data Findings & Annual Updates from 2016-2017 school year & new changes to LCFF Indicators/CA Dashboard and LCAP Template

March 1, 2017: Met with WTA/CSEA during improving Williams USD to obtain input/recommendations on goals, actions and services for 2017-21 & new changes to LCFF Indicators/CA Dashboard and LCAP Template

April 5, 2017: Met with WTA/CSEA during improving Williams USD to share the 2017-2018 draft LCAP to prioritize changes/updates & obtain final recommendations & input

Students:

March 22, 2017: Met with Student stakeholders to to share Data Findings & Annual Updates from 2016-2017 school year & obtain input/recommendations

and prioritize goals, actions and services for 2017-21

April 25, 2017: Met with Student stakeholders to to share Data Findings & Annual Updates from 2016-2017 school year & obtain input/recommendations

and prioritize goals, actions and services for 2017-21

ALL STAFF District Meetings:

April 14, 2017: Met with Student stakeholders to to share Data Findings & Annual Updates from 2016-2017 school year & obtain input/recommendations and prioritize goals, actions and services for 2017-21

May 16, 2017: Met with Cabinet to share the 2017-2018 draft LCAP to prioritize changes/updates & obtain final recommendations & input

APPROVAL TIMELINE:

Submitted for public hearing:

April 2017: Stakeholder comments, input & recommendations shared and prioritized

5/4/17: School Board Special Meeting on LCAP Budget and new Goals, Actions & Services Draft 1st Review & Study Session

5/15/17: Draft LCAP Available for public view and available for stakeholder comment

5/18/17: Draft LCAP Public hearing for final input and comments

Submitted for CCOE Board approval:

6/9/17: CCOE 1st Draft Reading, comments & recommendations

6/15/17 WUSD Board Reading & Approval of Final LCAP Draft

7/7/17: CCOE Board approves LCAP and budget with minor corrections or recommendations to be made

7/20/16: WUSD Board Approves Final LCAP and submits to Colusa COE for approval

IMPACT ON LCAP AND ANNUAL UPDATE

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

The impact of stakeholder involvement on the LCAP is and was significant. Needs were assessed through conversations, meetings and available data. Williams USD worked to make the document a reflection of all stakeholder group's needs.

Available data gathered was shared with stakeholders and used to engage them in analysis and discussions that helped to develop needed changes in the LCAP for the 2017-2018 school year. Data included in this document: student achievement data, performance data, CELDT, graduation rates, suspension and expulsion data, local, state and site data, cohort results, conversations and meeting notes – all available state and district assessments were used. Both quantitative and qualitative data available was reviewed several times as was the input of all stakeholders. The timeline indicates the whole year's process and meeting times taken engage stakeholders and to develop and vet an LCAP draft with all stakeholders. Timelines were met for the 2016-2017 LCAP process.

LCAP Goals, Actions and Services, as well as available data findings through LCFF Indicators & CA Dashboard were shared with stakeholders. Data gathered and shared was limited due to changes in staffing, limited data-gathering systems. Significant work is needed to reassess and re-establish goals.

There was positive feedback on goals that were accomplished. A need to redo the LCAP due to Sub-Goals added to the four Goals, we had to see the Sub-Goals as actual goals. This turned an LCAP of four goals into 32 goals. We will now only have five goals with actions and services in the

new 2017-2018 LCAP. We also had to narrow our Local Indicators. We had too many we were using and no real system for gathering and obtaining data.

Significant input and recommendations from stakeholder meetings were as follows:

1. Use a framework to improve district-wide cohesion & alignment with initiatives that run TK-12 (Achievement Data Teams & DSEI)
2. We need Mental Health & a Learning Support Specialist that can work with our children's Socio-Emotional needs TK-12.
3. More technology is needed but also need an IT Coach to insure staff is supported so implementation and use can be effective
4. Increase support services to target subgroups
5. Continue with the goals that are providing results.
6. Strengthen the EL Program
7. Provide and increase parent involvement and training for EL Parents
8. College and career readiness is important, continue to develop the pathways

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<p><u>Goal 1</u></p> <p>State and/or Local Priorities Addressed by this goal:</p> <p>Identified Need</p>	<p>Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that:</p> <ul style="list-style-type: none"> • is based on state standards; • is aligned TK-12; • is designed to enable all students, including English learners, to access core and ELD standards (for ELs) • fosters engagement/collaboration; • is designed to develop students' 21st Century skills; and • is appropriately assessed through formative/summative measures and state accountability targets. 		
	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____</p>		
	<p>There is a need for the district and each school to increase student achievement and meet state accountability targets. WUSD must:</p> <ul style="list-style-type: none"> • raise achievement of all students by providing rigorous, standards-base instruction that is aligned TK-12 and designed to develop students' 21st Century skills • provide professional development to teachers so that they may provide the highest quality of instruction to all students and appropriately assess each student's progress toward meeting or exceeding grade level expectations • utilize the data to inform instructional decisions and support learning for all WUSD students • increase the percentage of EL students making progress toward proficiency - on the California Dashboard indicator for English Learners making progress toward English proficiency 		

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220	All students have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.
English Language Arts (3-8) California School Dashboard	4 Student Groups- 1 in Red or Orange All students - Yellow Status: Low (61.4 points below level 3) Change: Maintained + 1.8 points Student Groups - Performance as reported on the <i>California School Dashboard</i> : All - Yellow English Learners- Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities- Red Hispanic - Yellow	Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.	Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.	Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.
Mathematics (3-8) California School Dashboard	4 Student Groups- 1 in Red or Orange All students - Yellow Status: Low (72.8 points below level 3) Change: Maintained + 1.1 points Student Groups: All - Yellow English Learners- Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - Red Hispanic - Yellow	Improve Mathematics performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.	Improve Mathematics performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.	Improve Mathematics performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.

English Learner Progress (K-12) California School Dashboard (Which includes progress toward English Proficiency and Reclassification)	English Learners - Yellow Status: Low (+64.3%) Change: + 2.2 %	Continue to improve English Learner Progress as reported on the California School Dashboard ELA Assessment Report.	Continue to improve English Learner Progress as reported on the California School Dashboard ELA Assessment Report.	Continue to improve English Learner Progress as reported on the California School Dashboard ELA Assessment Report.
Daggett System for Effective Instruction (DSEI) Survey	Beginning Level	Emerging	Developed	Well Developed
Data re staff participation in PD related to meeting needs of English learners including: -Reclassification process, -Sobrato Early Academic Language (SEAL) & other research-based models/ strategies designed to enable ELs to access core/ELD standards	Site administrators have participated in PD related to reclassification process. 12 T K, K & 1st teachers participated in SEAL launch professional development in 2017.	All teachers have participated in PD related to the reclassification process 12 T K, K & 1st teachers will have participated in SEAL Year 1 PD in 2017.	All teachers have participated in annual review of PD related to reclassification 12 T K, K & 1st teachers will have participated in SEAL Year 2 PD in 2017 and 10 2nd-3rd grade teachers will participate in SEAL Year 1 PD	All teachers have participated in annual review of PD related to reclassification 10 2nd-3rd grade teachers will participate in SEAL Year 2 PD
Academic Performance Index	Suspended by State Board of Education - Last calculated in 2013	Suspended by State Board of Education - Last calculated in 2013	Suspended by State Board of Education - Last calculated in 2013	Suspended by State Board of Education - Last calculated in 2013

PLANNED ACTIONS / SERVICES

Action **1.1**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

1.1 Adopt the a research-based framework (DSEI), to drive districtwide improvement in instruction and achievement. (No cost item)

BUDGETED EXPENDITURES

2017-18

Amount -0-

Source -0-

Budget Reference -0-

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 1.2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

1.2 Implement the *Achievement Data Teams* process to assess/monitor student learning and achievement on a formative basis to inform instruction. Provide professional development related to the use of *Illuminate*, as needed, Instructional Leadership; and Organizational Leadership.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$22,667.00

Amount

Amount

Source LCFF Supplemental (0000)

Source

Source

Budget Reference 5000-5999: Services and Other Operating Expenditures

Budget Reference

Budget Reference

2017-18		2018-19		2019-20	
Amount	\$22,667.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$4,200.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$4,200.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference		Budget Reference	

Action 1.3

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

1.3 Continue to provide teachers with professional development related to English Language Arts (ELA) and English Language Development (ELD), including the use of best practices/strategies that will enable English Learners to access curriculum that is aligned with the State Standards including Common Core State Standards (CCSS) for English Language Arts/Literacy (ELA) and Math, ELD Standards, Next Generation Science Standards (NGSS), etc .

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$29,750.00

Amount

Amount

Source LCFF Supplemental (0000)

Source

Source

Budget Reference 5000-5999: Services And Other Operating Expenditures

Budget Reference

Budget Reference

2017-18		2018-19		2019-20	
Amount	\$29,750.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$15,158.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	4000-4999: Books And Supplies	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$15,158.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	4000-4999: Books And Supplies	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$32,092.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$32,092.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	

Action 1.4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.4 Implement a culturally relevant music program (1 FTE) and a P.E. program (2 FTE) that also continue to provide support for teacher collaboration.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$72,440.00

Source

LCFF Supplemental (0000)

Budget
Reference

1000-3999 Salaries and Benefits

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

2017-18		2018-19		2019-20	
Amount	\$72,439.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$42,783.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$42,783.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	

Action 1.5

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☐ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools ☒ Specific Schools: Williams Primary Elementary ☒ Specific Grade spans: TK and K

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

1.5 Continue to support underfunded Transitional Kindergarten (TK) and implement full day programs in both TK and Kindergarten.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$59,977.00

Source LCFF Supplemental (0000)

Budget Reference 1000-3999 Salaries and Benefits

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

2017-18

Amount \$59,977.00

Source LCFF Concentration (0000)

Budget Reference 1000-3999 Salaries and Benefits

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 1.6

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☐ Foster Youth ☒ Low Income

[Scope of Services](#)

☒ LEA-wide Group(s) ☐ Schoolwide OR ☐ Limited to Unduplicated Student

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

1.6 Continue to develop and support the use of technology and blended learning in the schools by hiring an instructional Tech TOSA to model instruction and coach teachers in these areas.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$53,030.00

Source LCFF Supplemental (0000)

Budget Reference 1000-1999: Certificated Personnel Salaries

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

2017-18		2018-19		2019-20	
Amount	\$53,029.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference		Budget Reference	

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

☐ New

☐ Modified

☒ Unchanged

Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

[Identified Need](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL_____

The district's high school graduation rate is very high (96.5%) an should be maintained. However, only a small number (1.6%) of students meet the criteria for college/career preparedness. This percentage needs to be increased. There is also a need to increase student participation/completion of A-G courses and AP courses/exams, and to increase student access to/engagement in career pathways, electives/co-curricular programs, and use of technological resources for 21st Century learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate (9-12) California School Dashboard	All students - Blue Status: Very High (96.5%) Change: Increased Significantly + 11.9 %	Maintain Blue status as reported by the California School Dashboard.	Maintain Blue status as reported by the California School Dashboard.	Maintain Blue status as reported by the California School Dashboard.
College/Career Indicator California School Dashboard	College/Career Levels- Prepared: 1.6% Approaching Prepared: 14.5% Not Prepared: 83.9%	Show improvement in the College/Career Indicator of the California School Dashboard	Continue to show improvement in the College/Career Indicator of the California School Dashboard	Continue to show improvement in the College/Career Indicator of the California School Dashboard
Percentage of Students Successfully Completing A-G Courses	53.4%	Maintain percentage higher than state average	Maintain percentage higher than state average	Maintain percentage higher than state average
Number of Students Taking AP Exams and Percentage Passing AP Exams	Taking: 58 Passing: 48.3%	Taking: Increase by 10% over prior year Passing: Increase by 5%	Taking: Increase by 10% over prior year Passing: Increase by 5%	Taking: Increase by 10% over prior year Passing: Increase by 5%
Percent of students participated & demonstrated college preparedness in Early Assessment Programs	61% Ready for College EAP in English in 2016.	Continue to increase the percent of students participating and demonstrating college preparedness in EAP	Continue to increase the percent of students participating and demonstrating college preparedness in EAP	Continue to increase the percent of students participating and demonstrating college preparedness in EAP
Pupil Outcomes. Percent of students participating in a CTE course	265 7th - 12th grade students (50%) participated in CTE courses.	Goal is to complete a CTE course sequence	Goal is to complete a CTE course sequence	Goal is to complete a CTE course sequence

2.1

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools spans: _____ ☒ Specific Schools: Williams Junior/Senior High School ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

2.1 Maintain the Block schedule, continue to design a student-driven Master Schedule, and increase access to courses (including A-G courses) that support college and career readiness. Utilize prep-period buy-outs to support increased course access, when necessary.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

\$16,922.00

Amount

Amount

Source

LCFF Supplemental (0000)

Source

Source

Budget Reference

1000-3999 Salaries and Benefits

Budget Reference

Budget Reference

2017-18		2018-19		2019-20	
Amount	\$16,921.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$8,539.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$8,538.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$48,028.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$48,028.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference		Budget Reference	

2017-18		2018-19		2019-20	
Amount	\$8,539.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$8,539.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$112,980.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$112,980.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	

Action 2.2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: Williams Junior/Senior High School ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☒ Specific Schools: Williams Junior/Senior High School ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

2018-19

☒ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

2.2 Continue to develop/implement Career Pathways at the secondary level and via an Internship Coordinator (1 FTE) to support the work.

BUDGETED EXPENDITURES

2017-18

Amount -0-

Source -0-

Budget Reference -0-

2018-19

Amount \$52,280.00

Source LCFF Supplemental (0000)

Budget Reference
2000-299 Classified Supervisors' and Administrators' Salaries
3000-3999 Employee Benefits

2019-20

Amount

Source

Budget Reference

Action 2.3

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated Student

[Location\(s\)](#)

☐ All schools ☒ Specific Schools: Williams Junior/Senior High School ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

2.3 Design/expand/improve and implement a student-driven program of electives/co-curricular activities (Grant funded)

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount

-0-

Source

Budget
Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action 2.4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide Group(s) ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☐ All schools ☐ Specific Schools: Williams Junior/Senior High School ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.4 Continue to invest in the Digital Media Studio to provide students and teachers with access to 21st Century technology and instructional strategies. (Funded through Pathways grant)

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount -0-

Source

Budget
Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action 2.5

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated Student

Location(s)

☐ All schools ☒ Specific Schools: Williams Junior/Senior High School ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.5 Continue to support Advanced Placement testing costs, as needed.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$5000.00

Source LCFF Supplemental (0000)

Budget Reference 5000-5999: Services and Other Operating Expenditures

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

2017-18

Amount \$5000.00

Source LCFF Concentration (0000)

Budget Reference 5000-5999: Services and Other Operating Expenditures

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 2.6

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

2.6 Implement a Summer Academy for 1st - 12th grades providing college course offerings, credit recovery, English Language Development, enrichment courses, etc. (Will be multi-funded with Migrant Education)

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$82,190.00

Source

LCFF Supplemental (0000)

Budget
Reference

5000-5999: Services and Other
Operating Expenditures

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

2017-18		2018-19		2019-20	
Amount	\$82,190.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference		Budget Reference	

☐ New☒ Modified☐ Unchanged

Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10 LOCAL _____

[Identified Need](#)

Individual students are failing to meet grade level standards and their needs vary from student to student. Some students demonstrate academic-based needs in language arts and/or math. Others demonstrate needs that may not be rooted in academics but may be rooted in the acquisition of the English language or academic language. Still other students are not as successful as possible due to mental health/counseling related needs. The following are our needs

- Maintain a "Low" suspension rate, based on the *California School Dashboard* for all student groups
- Eliminate current disproportionality of suspension rate for the following student groups: English Learners, Students with Disabilities and White students. Although the district suspension rate for "All" students is "Green", the noted student groups are "Orange" according to the *California School Dashboard*.
- Reduce the number of behavior-related offenses and suspensions based on reported district discipline data.
- Reduce the achievement gap in ELA and Math (3-8) between the Students w Disabilities group (Red) and Socioeconomically Disadvantaged, English Learners and Hispanic students (Yellow). The *California School Dashboard* indicator shows a 2-level difference between these groups.
- Implement a Multi-Tiered System of Support Model at each site beginning at knowledge & development levels.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate - California School Dashboard	All Students: Green 4.3%, -0.6% English Learners: Orange 4%, +.4% Socioeconomically Disadvantaged: Green 4.3%, -0.5% Students with Disabilities: Orange 5.8%, +1.5% Hispanic: Green 4.1%, -0.7% White: Orange 5.8%, -0.2%	Maintain Green or Blue ratings for the following subgroups: <i>All</i> <i>Socioeconomically Disadvantaged Hispanic</i> Show decreased suspension rates for the following subgroups: <i>English Learner</i> <i>Students with Disabilities</i> <i>White</i>	Maintain Green or Blue ratings for the following subgroups: <i>All</i> <i>Socioeconomically Disadvantaged Hispanic</i> Show decreased suspension rates for the following subgroups: <i>English Learner</i> <i>Students with Disabilities</i> <i>White</i>	Maintain Green or Blue ratings for All students and subgroups

Expulsion Rate	0%	Maintain rate	Maintain rate	Maintain rate
Middle School Dropout Rate	0% Dropout Rate	Maintain rate	Maintain rate	Maintain rate
High School Dropout Rate	.5% Dropout Rate	Improvement in Dropout Rate Indicator over prior year	Improvement in Dropout Rate Indicator over prior year until 0%	Improvement in Dropout Rate Indicator over prior year until 0%
Attendance Rates	School attendance rate - 94.7%	Maintain the school attendance rate above 94.7%	Maintain the school attendance rate above 94.7%	Maintain the school attendance rate above 94.7%
Chronic Absenteeism Rates	All Students: 5.5% in 2016-17	Improvement in Chronic Absenteeism Rate over prior year	Improvement in Chronic Absenteeism Rate over prior year	Improvement in Chronic Absenteeism Rate over prior year
English Language Arts (3-8) - California School Dashboard	<p>4 Student Groups- 1 in Red or Orange All students - Yellow Status: Low (61.4 points below level 3) Change: Maintained + 1.8 points</p> <p>Student Groups - Performance as reported on the <i>California School Dashboard</i>: All - Yellow English Learners- Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities- Red Hispanic - Yellow</p>	<p>Student Groups: Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.</p>	<p>Student Groups: Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.</p>	<p>Student Groups: Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.</p>
Mathematics (3-8) - California School Dashboard	<p>4 Student Groups-1 in Red or Orange All students - Yellow Status: Low (72.8 points below level 3) Change: Maintained + 1.1 points Student Groups: All - Yellow English Learners- Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - Red Hispanic - Yellow</p>	<p>Improve Math performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.</p>	<p>Improve Math performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.</p>	<p>Improve Math performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.</p>

PLANNED ACTIONS / SERVICES

Action **3.1**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

3.1 Work towards transforming the district culture into one that uses Lifeskills & Lifelong Guidelines as the tools for collaboration and building 21st Century Skills for the Global economic workforce.
(Grant Funded)

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount -0-

Source

Budget
Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action 3.2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.2 Support positive school climate and culture through the use of tools for collaboration and support such as Multitiered Support Systems (MTSS), Lifeskills & Lifelong Guidelines, PBIS, etc.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$2,000.00

Source LCFF Supplemental (0000)

Budget Reference 5000-5999: Services and Other Operating Expenditures

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

2017-18	2018-19	2019-20
Amount	\$2,000.00	Amount
Source	LCFF Concentration (0000)	Source
Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference

2017-18	2018-19	2019-20
Amount	\$10,000.00	Amount
Source	MTSS (0000)	Source
Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference

Action 3.3

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

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s) <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: <u>Williams Junior/Senior High School</u> <input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.3 Continue to implement an Intervention Support Program at the Junior/Senior High School that is designed and coordinated by the Intervention Specialist		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$32,092.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	

2017-18		2018-19		2019-20	
Amount	\$32,092.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	

Action 3.4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: Williams Junior/Senior High ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

3.4 Maintain the Learning Center, including extended day & weekend program hours, to provide students with academic support

BUDGETED EXPENDITURES

2017-18

Amount \$5,000.00

Source LCFF Supplemental (0000)

Budget Reference 4000-4999: Books and Supplies

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

2017-18

Amount \$5,000.00

Source LCFF Concentration (0000)

Budget Reference 4000-4999: Books and Supplies

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 3.5

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☐ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools ☒ Specific Schools: Williams Primary Elem & Williams Upper Elem. ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

3.5 Maintain Reading Specialist support as follows:

- TK- 3rd grades - Direct support to students with identified needs and coordination of the Literacy Focused Support Program (1FTE)
- 4-6th grades - Coordination of support/intervention services (1.5FTE)

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$117,212.00

Source LCFF Supplemental (0000)

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference	1000-3999 Salaries and Benefits		Budget Reference	
2017-18		2018-19		2019-20
Amount	\$117,212.00	Amount		Amount
Source	LCFF Supplemental (0000)		Source	
Budget Reference	1000-3999 Salaries and Benefit		Budget Reference	

Action 3.6

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

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: <u>Williams Primary Elem. School</u> <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.6 Develop a Literacy Focused Support Program for students with identified needs. This program will be staffed by trained para-professionals who work under the supervision the Reading Specialist		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$43,412.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$43,412.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference		Budget Reference	

Action 3.7

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools ☒ Specific Schools: Williams Primary Elem. School ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

3.7 Continue to provide access to *Footsteps 2Brilliance* which provides students with literacy support at school and at home. (Funded through Colusa County Office of Education)

[BUDGETED EXPENDITURES](#)

2017-18

Amount

-0-

Source

Budget
Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action 3.8

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

3.8 Provide coordinated support services to English Learners including a formal reclassification process that is utilized by all and organized by the District EL/SIG/FPM administrator (30% FTE)

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$20,334.00

Source

LCFF Supplemental (0000)

Budget
Reference

1000-3999 Salaries and Benefits

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

2017-18	2018-19	2019-20
Amount	\$20,333.00	Amount
Source	LCFF Concentration (0000)	Source
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference

Action 3.9

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

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.9 Provide Mental Health services (1FTE) to students with identified needs: <ul style="list-style-type: none"> 1 day per week at the Elementary level 4 days per week at grades 4-12th 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$24,387.00	Amount
Source	LCFF Supplemental (0000)	Source
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference
2017-18	2018-19	2019-20
Amount	\$24,386.00	Amount
Source	LCFF Concentration (0000)	Source
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference

Action **3.10**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.10 Provide nursing services (.75 - 1FTE), drug detection and free drug testing to students with identified needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

2017-18		2018-19		2019-20	
Amount	\$3,500.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference		Budget Reference	

☒ New☐ Modified☐ Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

Identified Need

There is a continued need to engage with, and empower, more parents/caregivers of English learners to ensure that their children receive the benefits of the strongest home-school support system possible.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of parents participating in the annual Parent Survey, includes parents of unduplicated pupils and individuals with exceptional needs.	25 parents responded to the spring survey in 2017.	The number of parents responding to the annual survey will increase by 10% from the previous year.	The number of parents responding to the annual survey will increase by 10% from the previous year.	The number of parents responding to the annual survey will increase by 10% from the previous year.
There will be an increase in the number of EL and parents of Special Needs students reporting satisfaction with home/school communication on the Parent Survey	15 parents report being satisfied with communication from their school.	The number of parents reporting being satisfied with the communication from their school on the annual Parent survey will increase by 10% from the previous year.	The number of parents reporting being satisfied with the communication from their school on the annual Parent survey will increase by 10% from the previous year.	The number of parents reporting being satisfied with the communication from their school on the annual Parent survey will increase by 10% from the previous year.
Attendance/participation in district-sponsored Parent Programs, including parents of EL, Special needs and socio-economically disadvantaged students.	20 EL parents participated in district sponsored parent programs during the 2016-17 school year.	Parent participation in district sponsored parent programs will increase by 10% from the previous year.	Parent participation in district sponsored parent programs will increase by 10% from the previous year.	
Student surveys on Safety and School Connectedness	CHKS Survey satisfaction : 66% on Feeling Safe 37% on Academic Motivation (Motivation) 17% on Meaningful Participation (Satisfaction) 48% on Connectedness (Encouragement) 39% on Caring Relationship (Treatment)	Increase % of student satisfaction on CHKS Survey from prior year in : Feeling Safe Academic Motivation (Motivation) Meaningful Participation (Satisfaction) Connectedness (Encouragement) Caring Relationship (Treatment)	Increase % of student satisfaction on CHKS Survey from prior year in : Feeling Safe Academic Motivation (Motivation) Meaningful Participation (Satisfaction) Connectedness (Encouragement) Caring Relationship (Treatment)	Increase % of student satisfaction on CHKS Survey from prior year in : Feeling Safe Academic Motivation (Motivation) Meaningful Participation (Satisfaction) Connectedness (Encouragement) Caring Relationship (Treatment)

PLANNED ACTIONS / SERVICES

Action **4.1**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.1 Provide opportunities for stakeholder involvement through district/school advisory and decision-making committees in order to foster positive communication and meaningful engagement.
(Funded through Migrant Ed. and Title III funds)

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

-0-

Source

Budget
Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action 4.2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

4.2 Continue to seek ways to engage EL parents/caregivers through parent outreach programs, activities and classes such as Project Inspire, Parent College and the Parent Center.

BUDGETED EXPENDITURES

2017-18

Amount \$10,000.00

Source LCFF Supplemental (0000)

Budget Reference 5800: Professional/Consulting Services and Operating Expenditures

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

2017-18	2018-19	2019-20
Amount	\$10,000.00	Amount
Source	LCFF Concentration (0000)	Source
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference

Action 4.3

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

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
4.3 Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities. Continue to provide a District Liaison (1FTE) to serve as a parent advocate.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **4.4**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
4.4 Continue to provide recognition of Certificated and Classified staff members at Board meetings		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,050.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	4000-4999: Books and Supplies	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$1,050.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	4000-4999: Books and Supplies	Budget Reference		Budget Reference	

☒ New☐ Modified☐ Unchanged

Goal 5

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

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

The California Dashboard indicates inconsistent patterns of growth in academic achievement among our student groups and between the Elementary, Upper Elementary and Junior/Senior High levels, therefore it is necessary to:

- continue to focus on hiring a diverse group of highly qualified teachers who are skilled in closing the achievement gap and creating an enriched, rigorous learning environment and experience
- ensure that all students have access to state standards-aligned materials
- improve schools facilities to increase safety and update infrastructure to foster 21st Century teaching and learning
- provide adequate transportation

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher assignments and credentials	100 % of teachers are Highly Qualified	Maintain 100% Highly Qualified	Maintain 100% Highly Qualified	Maintain 100% Highly Qualified
Williams Certification	100% of our students will have access to standards-aligned core instructional materials	Maintain 100% access to standard-aligned materials	Maintain 100% access to standard-aligned materials	Maintain 100% access to standard-aligned materials
Improved facilities and Infrastructure	All schools and facilities will meet Williams Certification standards	All schools and facilities will meet Williams Certification standards	All schools and facilities will meet Williams Certification standards	All schools and facilities will meet Williams Certification standards

Action 5.1

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

5.1 Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and in creating an enriched, rigorous 21st century learning environment.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$2,500.00

Source LCFF Supplemental (0000)

Budget Reference 1000-3999 Salaries and Benefits

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

2017-18	2018-19	2019-20
Amount	\$2,500.00	Amount
Source	LCFF Concentration (0000)	Source
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference

Action 5.2

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]_____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools:_____ <input type="checkbox"/> Specific Grade spans:_____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools:_____ <input type="checkbox"/> Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>5.2 Ensure that probationary I and II teachers participate in the Tri County BTSA/TCIP program and Probationary II teachers will clear their credential as required by the State.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$7,004.00	Amount
Source	LCFF Supplemental (0000)	Source
Budget Reference	1000-3999 Salaries and Benefits	Budget Reference

Action **5.3**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
5.3 Purchase standards-aligned instructional materials.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25,000.00	Amount		Amount	
Source	LCFF Supplemental (0000)	Source		Source	
Budget Reference	4000-4999: Books and Supplies	Budget Reference		Budget Reference	
2017-18		2018-19		2019-20	
Amount	\$25,000.00	Amount		Amount	
Source	LCFF Concentration (0000)	Source		Source	
Budget Reference	4000-4999: Books and Supplies	Budget Reference		Budget Reference	

Action 5.4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

5.4 Continue to modernize school facilities to increase safety and update infrastructure providing students/teachers with access to 21st Century technology and instructional strategies.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$52,461.00

Source LCFF Supplemental (0000)

Budget Reference 4000-4999: Books and Supplies

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

2017-18	2018-19	2019-20
Amount	\$52,461.00	Amount
Source	LCFF Concentration (0000)	Source
Budget Reference	4000-4999: Books and Supplies	Budget Reference

Action 5.5

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

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
5.5 Provide adequate, ongoing transportation to ensure student success.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$10,000.00	Amount
Source	LCFF Supplemental (0000)	Source
Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference
2017-18	2018-19	2019-20
Amount	\$10,000.00	Amount
Source	LCFF Concentration (0000)	Source
Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference

Action 5.6

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
5.6 Seek and obtain additional funding as needed to improve instruction, learning and facilities through grant-writing.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 2,672,756

Percentage to Increase or Improve
Services:

25.24 %

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

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

- is based on state standards;
- is aligned TK-12;
- fosters engagement/collaboration;
- is designed to develop students' 21st Century skills; and
- is appropriately assessed through formative/summative measures and state accountability targets.

Meeting State Priorities 2 & 4

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

Meeting State Priorities 2,5,7,8

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

Meeting State Priority - 4, 5, 6

Goal 4: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders.

State Priority- 3

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

Meeting State Priority - 1

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 Low-Income students. The services do involve improving and increasing services for students as will be described and listed in the next section.

Williams Unified School District is focusing on districtwide services given the fact that our student population is 90% unduplicated count of Low-Income students. Therefore, we plan on using our LCAP funds to meet districtwide overall needs aligned to the eight state priority areas. 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** and **increasing** schoolwide are:

- Improve support for collaboration (P.E. teachers 2 fte) **[Williams Primary & Upper Elementary Schools]**
- Improve Music Programs that are Culturally Relevant - 1 FTE Music instructor. **[Williams Primary & Upper Elementary Schools]**
- Increase A-G COURSE access through Prep-Period Buy-outs as needed **[Williams Jr./Sr. High School]**
- Improve course grades through Intervention specialist (WHS) (Intervention Support Program Design Coordination) **[Williams Jr./Sr. High School]**
- Increase AP-TESTING **[Williams Jr./Sr. High School]**
- Increase Intervention support via a Reading specialist 1.5 FTE (.5 FTE 4/6 Coordination of Support/Interventions; 1FTE TK-3 Direct Support Intervention). **[Williams Primary & Upper Elementary Schools]**
- Improve Para-educator use. (Para-educators will be provided PD & Serve in Literacy-Focused Support Program) **[Williams Primary & Upper Elementary Schools]**
- Increase Mental Health services via (1FTE) 4th-12th grades (1 day Elem & 4 Days HS) **[Williams Upper Elementary & Jr./Sr. High School]**
- Improve drug detection- contracting for sniffing dog services & paying for student drug testing. **[Williams Jr./Sr. High School]**
- Improve School Readiness by adding TK programs & parent trainings **[Williams Primary Elementary School]**

The services we are looking **improving** and **increasing** LEA-wide are:

- Establish Data-Driven Decision-Making Teams to improve 1) TEACHING (Achievement Data Teams); 2) INSTRUCTIONAL LEADERSHIP (PLC's); & 3) ORGANIZATIONAL LEADERSHIP (PLC's)
- Improve LOCAL ASSESSMENTS - (Illuminate)
- Increase ELA/MATH-CCS implementation through Prof Development and COACHING (including use of best practices/strategies)
- Improve Instructional Technology Teacher Support through a TOSA-Coach
- Increase Implementation of a Summer Academy for 1st - 12th grades - (College course offerings, credit recovery, English Language Development, enrichment courses)
- Improve School Culture/Climate - Such as MTSS, Lifelong Guidelines, Life-Skills, PBIS districtwide
- Improve EL/SIG/FPM coordination of services using .30 FTE Administrator
- Improve Health & Well-being services via a .75 Health Specialist.
- Increase Parent Involvement (Parent Advocate; Parent Center, Project Inspire, Parent College capacity building programs)
- Improve district relations and communication with community & parents via District Liaison (1FTE)
- 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.
- Improving Consistency of High Quality Instruction in All Classrooms
- Support of Socio-emotional development of students
- 21st Century Teaching and Learning by increasing 1-1 connectivity
- Improve Transportation Home for students in Valley Ranch (English Learners) & Migrant Camp (McKenny-Vento Act)