

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
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	Superintendent	5304732550

2017-20 Plan Summary

The Story

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 well-being 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, we will be continuing with the same FIVE GOALS we developed last year and the majority of the actions and services listed in last year’s Local Control Accountability Plan (LCAP). The five goals and key features 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.

The Actions and Services in this goal feature:

- Adoption of a district-wide Framework (Daggett System for Effective Instruction) that systemically aligns a clear vision for increasing Rigor, Relevance & Engagement in instruction and learning.
- Implement Systems for Teaching, Instructional Leadership & Organizational Leadership.
- Through Instructional Leadership, align curriculum through a clear identification of the "Power Standards" tied to the curriculum's scope and sequence it will be taught in, with developed Pre- and Post- Assessments that measure each set of targeted standards that will be taught in every 4-8 week cycles using the Achievement Data Team process as continuous cycles of improvement.
- Improving grade level and departmental collaboration and consistency in High Quality Instruction in All Classrooms through the “Achievement Data Teams” process.
- 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 refine the reclassification process for English Language Learners.
- Monitoring of academic achievement measured by a system of shared accountability for student achievement with clear performance standards.

Goal 2: All Students will graduate from Williams Unified School District with the necessary knowledge and skills to enter a college or career.

The Actions and Services in this goal feature:

- Provide a Master schedule with access to courses that supported college/career readiness by increasing our AP & Dual Enrollment courses offered at our high school.
- Continue to work on developing Pathways district-wide TK-12: 1) AG Science & Mechanics Pathway; 2) Digital Media & Information Pathway; & 3) Interpreter/Translator in Education Pathway.

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

The Actions and Services in this goal feature:

- Implement through Organization Leadership the rubric requirements for a positive school climate with high expectations for All students.
- An improved school climate with clear articulation of student behaviors that feature a Multi-Tiered System of Support.

- Supporting socio-emotional development of students via mental health services & instruction of character education.

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

The Actions and Services in this goal feature:

- Increase parent engagement and advocacy that leads towards parents being "Partners" in their children's education.
- Improve communication with all stakeholders.
- Improve acknowledgement of staff, parents and students who are doing their "Personal Best" in education our students and meeting their academic, social and emotional needs.

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

The Actions and Services in this goal feature:

- Recruit and retain the best teachers possible.
- Provide the necessary standards-based materials for 21st Century Teaching and Learning
- Increase the level of transportation to home, educational field-trips and sporting activities.
- Increase use of 21st Century Teaching and Learning

Finally, in this year's LCAP brought some district-wide alignment to the work being done academically, socio-emotionally, and systemically to increase Rigor & Relevance in instruction and learning. These key features tied 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.

Greatest Progress

The greatest progress at Williams USD based on our CA Dashboard indicators were the following:

- Our Graduation Rate as BLUE: Very High (97.6%) which Increased +9.4%.
- Our English Learner Graduation Rate was BLUE: Very High (95.1%) which Declined +20.1%
- Our Suspension Rate is GREEN: Medium (3.3%) which Declined -0.4%
- Our English Learner Progress is YELLOW: High (75.4%) which Declined -1.8%
- Parent Engagement Engagement BLUE: Red which Significantly Increased

According to CDE State Reporting:

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

Williams Unified (36.6%)
Colusa County (22.8%)
State Of California (46.8%)

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 performance gaps identified that were two levels or more below "All Students" were Students with Disabilities:

In English Language Arts, the Performance Gaps were as follows:

All Students: 556 tested Low 62.6 points below level 3 & Maintained -1.2 points

White: 25 tested Low 59.9 points below level 3 & Declined -11.6 points

English Learners: 468 tested Low 65 points below level 3 & Maintained -1.2 points

Hispanic: 522 tested Low 63.6 points below level 3 & Maintained -0.3 points

Socioeconomically

Disadvantaged: 497 tested Low 66.2 points below level 3 & Maintained -2.6 points

Students with

Disabilities: 77 tested Very Low 140.4 points below level 3 & Declined -14.4 points

In Mathematics, the Performance Gaps were as follows:

All Students: 555 tested Low 70.9 points below level 3 & Maintained +1.9 points

White 24 tested Low 56.5 points below level 3 & Declined -9.7 points

Hispanic: 522 tested Low 72.7 points below level 3 & Maintained +2.3 points

English Learners: 468 tested Low 74 points below level 3 & Maintained +1.4 points

Socioeconomically

Disadvantaged: 496 tested Low 74.4 points below level 3 & Maintained +0.8 points

Students with

Disabilities: 77 tested Very Low 138.8 points below level 3 & Maintained -1.6 points

A Program Improvement Report was put together with Actions & Services that will be implemented to work towards improving outcomes in ELA & Mathematics for Students with Disabilities.

To address the performance gaps in Williams USD we will include the following actions:

- Implement a monitoring system for Student with Disabilities & English Learners in grades TK-8
 - 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 Brain-based Integrated Thematic Instruction in grades 4-6 to increase Rigor, Relevance & Engagement that will improve ELA and Mathematics outcomes.
 - Implement "Achievement Data Teams" protocols and processes to improve academic outcomes in grades (TK-12) for ELA, Mathematics & Reading (At secondary in all core subjects & electives).
 - 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.
 - Provide professional development in Go-Math (Grades TK-5) and CPM (grades 6-10)
- Implement Blended Learning Programs in ELA/Reading/Mathematics & Science.

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

Increased or Improved Services

The 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
- Implementing Brain-based Integrated Thematic Instruction in grades 4-6
- Improving 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	\$17,226,135
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,704,946

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 Concentration funding allocated to our district. 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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$14,217,717

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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.

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

Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.

Met

100% of students will have access to a broad course of study via the curriculum utilized for instruction.

Not Met

4 Student Groups: 3 in Orange and 1 in Red
All students Group - Orange
Status: Low (62.6 points below level 3)
Change: Maintained (-1.2 points)

Student Groups - Performance as reported on the California School Dashboard:

All Students - Orange
English Learners- Orange
Socioeconomically Disadvantaged - Orange
Students with Disabilities- Red
Hispanic - Orange

Expected

Mathematics (3-8) California School Dashboard

Improve Mathematics performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.

Actual

Met

4 Student Groups: 3 in Orange and 1 in Red

All students Group - Orange

Status: Low (70.9 points below level 3)

Change: Maintained (+1.9 points)

Student Groups - Performance as reported on the California School Dashboard:

All Students - Orange

English Learners- Orange

Socioeconomically Disadvantaged - Orange

Students with Disabilities- Red

Hispanic - Orange

Expected

English Learner Progress (K-12) California School Dashboard (Which includes progress toward English Proficiency and Reclassification)
Continue to improve English Learner Progress as reported on the California School Dashboard ELA Assessment Report.

Actual

Not Met

While the English Learner Progress increased at the Jr./Sr. High, decreases in EL progress occurred at the Upper Elementary and Primary Elementary school levels which resulted in a slight decline in EL progress when viewed district-wide.

District-wide

English Learners: Yellow

Status: High (+75.4%)

Change: Declined (- 1.8 %)

Jr./Sr High

English Learner Progress: Blue

Status: Very High (+99.4%)

Change: Increased (+ 3.0%)

Upper Elementary

English Learner Progress: Yellow

Status: High (+78.0%)

Change: Decreased (-7.0%)

Primary Elementary

English Learner Progress: Orange

Status: Low (+60.4%)

Change: Decreased (-9.0%)

Expected

Daggett System for Effective Instruction (DSEI)
Survey: Emerging

Actual

Met

Daggett System (DSEI) Readiness Rubric Survey was completed by the staff members at each school site and the results were to provide a district-wide overview. The rubric scale is: 1 - Firmly Established; 2 - Partially Established;

3 - In Planning Stages; and 4 - Not Evident.

In 2017, the district-wide average of all three survey areas was 4 - Not Evident (or Beginning)

In 2018, the district-wide average of all three survey areas is 1.77 - Partially Established

2018 District-wide Readiness Rubric Survey results broken down by each of the three areas are:

Organizational Leadership - 1.83 (Partially Established)

Instructional Leadership - 1.78 (Partially Established)

Teaching - 1.69 (Partially Established)

Expected

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

All teachers will have participated in PD related to the reclassification process.

12 TK, K & 1st teachers will have participated in SEAL Year 1 PD in 2017.

Academic Performance Index

Suspended by State Board of Education - Last calculated in 2013

Actual

Met

All district teachers have participated in professional learning related to the reclassification process

Twelve (12) TK through 1st grade teachers will have participated in Year 1 of a multi-year professional development program in order to implement the Sobrato Early Academic Language (SEAL) model at Williams Elementary School.

Suspended by State Board of Education - Last calculated in 2013

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The Daggett System for Effective Instruction (DSEI) has been adopted as a district-wide framework for improvement of instruction and achievement. One set of indicators of progress toward successful implementation of the framework is the DSEI staff survey results. District-wide results in 2017 indicated implementation was at the "Not Evident" (Beginning) level. 2018 distict-wide results indicated that implementation is now at the "Partially Established" level an increase of two levels.

0

LCFF
Supplemental/Concentration:
\$15,912 Services and Other
Operating Expenditures

Action 2

Planned Actions/Services

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

Actual Actions/Services

Achievement Data Teams (ADT) Certification Training was provided to site ADT Leadership staff members in summer, 2017. Professional development and coaching related to the ADT process was provided to

Budgeted Expenditures

\$22,667.00 LCFF Supplemental (0000) 5000-5999: Services and Other Operating Expenditures
\$22,667.00 LCFF Supplemental (0000) 5000-5999: Services and Other Operating Expenditures
\$4,200.00 LCFF Supplemental

Estimated Actual Expenditures

LCFF
Supplemental/Concentration:
\$7,076 Certificated Salaries,
\$1,277 Employee Benefits, \$488
Books and Supplies, \$72,549
Services and Other Operating
Expenditures

Planned Actions/Services

needed, Instructional Leadership; and Organizational Leadership.

Actual Actions/Services

classroom teachers at all sites during the fall of 2017.

This process to assess/monitor student learning and achievement on a formative basis to inform instruction was fully implemented at Williams Jr. Sr. High and Williams Upper Elementary schools. At Williams Elementary School, teachers were provided with the initial professional development and additional professional development support during the year however the process was not fully implemented school-wide.

Illuminate professional development sessions for all schools took place in August, 2017.

The district has established district-wide Smart Goal # 1 related to Teaching, Smart Goal #2 related to Instructional

Budgeted Expenditures

(0000) 5000-5999: Services and Other Operating Expenditures \$4,200.00 LCFF Supplemental (0000) 5000-5999: Services and Other Operating Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Leadership and Smart Goal #3 related to Organizational Leadership. The Williams Unified Professional Development Calendar for 2017-18 identifies district-wide and site specific professional learning that is aligned to these three Smart Goals. The calendar also includes site-specific Action Items, Responsible Person, Support People and Due Dates to facilitate the identified professional learning that has taken place this year.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

In Fall, 2017 and in January 2018, the District EL Administrator provided staff with an overview of English Learner compliance requirements. In January 2018, a district-wide professional learning opportunity provided staff with an overview

\$29,750.00 LCFF Supplemental (0000) 5000-5999: Services And Other Operating Expenditures
 \$29,750.00 LCFF Supplemental (0000) 5000-5999: Services And Other Operating Expenditures
 \$15,158.00 LCFF Supplemental (0000) 4000-4999: Books And

LCFF Supplemental/Concentration: \$4,785 Certificated Salaries, \$884 Employee Benefits, \$979 Books and Supplies, \$74,716 Services and Other Operating Expenditures

Planned Actions/Services

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 .

Actual Actions/Services

of Designated vs. Integrated English language development. Beginning in May 2017, twelve TK through 1st grade teachers have participated in Year 1 of a multi-year professional development program in order to implement the Sobrato Early Academic Language (SEAL) model at Williams Elementary School. This model is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners in preschool through third grades. Teachers have been provided intensive professional learning through workshop sessions, coaching, and collaborative reflection and planning. In the process, teachers are guided through the collaborative development of highly engaging, standards-based thematic units that they implement using strategies designed to develop high levels of academic

Budgeted Expenditures

Supplies
\$15,158.00 LCFF Supplemental (0000) 4000-4999: Books And Supplies
\$32,092.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
\$32,092.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits

Estimated Actual Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

language and support English language learners.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

A mariachi program was implemented in 2017-18 in the Jr./Sr. High School. In TK-3 A music teacher was hired to teach music to two classes at a time in TK-3 and in 4-6 single classes at a time without a culturally relevant focus and an intention to give teachers more "Prep" time. Two PE teachers were hired to provide PE instruction in grades TK-6 with the intent to provide more "Prep" time for TK-6 teachers while PE teachers engaged students in structured physical education program.

\$72,440.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$72,439.00 LCFF Concentration (0000) 1000-3999 Salaries and Benefits
 \$42,783.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$42,783.00 LCFF Concentration (0000) 1000-3999 Salaries and Benefits

LCFF Supplemental/Concentration: \$172,690 Certificated Salaries, \$60,667 Employee Benefits, \$158,327 Books and Supplies, \$80 Services and Other Operating Expenditures

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The underfunded TK and full day Kindergarten programs were funded in 2017-18. Also, the district has entered into a partnership with the Colusa County Office of Education to increase the number of PreK classes at the elementary school beginning in the 2018/19 school year.

\$59,977.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$59,977.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits

LCFF Supplemental/Concentration: \$180,371 Certificated Salaries, \$51,070 Employee Benefits

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

A Tech TOSA was hired and during the 2017-18 school year, she has provided tech-related support and coaching to teachers in the district.

\$53,030.00 LCFF Supplemental (0000) 1000-1999: Certificated Personnel Salaries
 \$53,029.00 LCFF Concentration (0000) 1000-1999: Certificated Personnel Salaries

LCFF Supplemental/Concentration: \$82,886 Certificated Salaries, \$24,471 Employee Benefits, \$57 Books and Supplies, \$1,028 Services and Other Operating Expenditures

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

Analysis

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

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

The district implemented all six actions/services relating to Goal #1. However, there is a need to continue to support the deepening of professional learning related to this goal by continuing to implement most actions/services as listed.

Action/Service 1.2 relates to the implementation of the Achievement Data Team process to assess/monitor student learning and achievement on a formative basis to inform instruction. This process was fully implemented at Williams Jr. Sr. High and Williams Upper Elementary schools. At Williams Elementary School, teachers were provided with the initial professional development and additional professional development support/coaching during the year however the process was not fully implemented school-wide in grades TK-3 and Jr./Sr. High School. In grades 4-6, the process was implemented with 4-6 cycles in ELA and Mathematics.

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

Many of the actions/services related to Goal #1 relate to support for professional learning that requires teachers to deepen their learning and strengthen the level of process/model implementation. Four of the six expected annual measurable outcomes related to Goal #1 were met during this year. There is a need to continue to implement most actions/services and deepen implementation district-wide in order to meet all expected outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted expenditures and estimated actual expenditures in Goal #1 were as follows:

Action #1: \$20,000 was moved (from Action#3) to this action in order to have site teams attend the Model Schools Conference.

Action#2: There was an increase cost in Achievement Data Teams Coaching from \$53K to \$81K due to a change in consultant company in mid-year.

Action #3: There was a reduction in consultant cost for CCSS Implementation in Mathematics by \$60K because no coaching took place in grades TK-3 due to SEAL implementation and a \$9K reduction in Jr. Sr. High due to no math coaching as well.

Action #4: The cost for two music teachers and two PE teachers including benefits was \$391,764 plus the purchase of the equipment and supplies for Mariachi instruments, TK-6 musical instruments and PE equipment and supplies was a material difference of about \$161K.

Action #5: The \$112K material difference in the two Full-day TK classrooms resulted from an increase in salary and benefit costs of \$18K for the two teachers, two full time Pare-educators (\$49K) with benefits (\$19K) and the purchase of equipment (\$26K) to set up the new TK classroom for full-day.

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.

As a result of this analysis the analysis of the LCFF Evaluation Rubrics the following changes will be made:

GOALS: No changes will be made in goal #1 and will roll over the same.

OUTCOMES: Outcome #7 will be eliminated next year since API was eliminated since 2013.

METRICS: Metrics will begun this year to use the CA Dashboard and as metrics are established, this LCAP will use them in future outcomes.

ACTIONS/SERVICES:

Action #1 will be modified and will read: 1.1 Adopt the DSEI (Daggett System for Effective Instruction) Framework as a research-based framework to drive district wide improvement in instruction and achievement. Attend the Model Schools Conference to build buy-in and capacity in the DSEI Framework.

Action #2 will be modied and will read: 1.2 Implement the Achievement Data Teams (ADT) process to assess/monitor student learning and achievement on a formative basis to inform instruction in the DSEI area of TEACHING. Provide professional development related to the use of Illuminate to develop and use ADT short cycle assessments, as needed. Provide Professional Development for PLC implementation of INSTRUCTIONAL LEADERSHIP and ORGANIZATIONAL LEADERSHIP Teams for DSEI Framework Rubric Implementation.

Action #3 will be modified and will read: 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 . & provide ongoing professional development and coaching to build staff capacity in implementing rigorous, differentiated instruction, based on data, to meet the needs of all students, including identified subgroups.

Action #4 will be modified and will read: 1.4 Implement a culturally relevant music program (.79 FTE) that does not impact the AM Core instructional day in grades TK-6 & implement the PE Catch program through scheduled grade-level teacher collaboration of PE in the PM part of the day and ASES program.

Action #5 will be modified and will read: 1.5 Continue implementation of Full Day funded TK & K. Begin Dual Immersion Strand implementation to support the assets of student's home language (Spanish) and build the PK-12 Interpreter/Translator Pathway by integrating SEAL PK-6 in partnership with Colusa County Office of Education.

Action #6 will be modified by taking Action 1.8 to become Action 1.6 in 2018-2019 school year and will read: 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.

No Action existed for Special Education Subgroup. Action #7 will has been modified and will now read: 1.7 Integrate and provide Special Education services and staff to align and integrate services, as well as improve outcomes of this particular student subgroup.

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:

State Priorities: 4, 5

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Graduation Rate (9-12) California School Dashboard
Maintain Blue status as reported by the California School Dashboard.

Met
Williams High School graduation rate remains VERY HIGH with the All Students group and the 3 student groups in remaining in Blue.

All Students Performance: Blue
Status: Very High (97.6%)
Change: Increased (+9.4 %)

Student Groups -
English Learners: Blue
Status: Very High (95.1%)
Change: Increased Significantly (+20.1 %)

Socioeconomically Disadvantaged: Blue
Status: Very High (97.4%)
Change: Increased Significantly (+9.5%)

Hispanic: Blue
Status: Very High (97.2%)
Change: Increased Significantly (+10.0%)

College/Career Indicator California School Dashboard
Show improvement in the College/Career Indicator of the California School Dashboard

Met
College/Career (9-12) Class of 2016:
Prepared: 34.6%
Approaching Prepared: 24.7%
Not Prepared: 40.7%

Expected

Percentage of Students Successfully Completing A-G Courses
Maintain percentage higher than state average

Number of Students Taking AP Exams and Percentage Passing AP Exams
Taking: Increase by 10% over prior year
Passing: Increase by 5%

Percent of students participated & demonstrated college preparedness in Early Assessment Programs
Continue to increase the percent of students participating and demonstrating college preparedness in EAP

Actual

Met
Percentage of Students Successfully Completing A-G Courses:
Williams Unified: 44% (-9.4%) in 2016/17; 48% (estimated for 2017/18)
Statewide: 45%
Other Local Districts: 17%-26%

Met

Total AP students 2015: 58 2016: 58 2017: 102
Number of exams 2015: 92 2016: 127 2017: 173
AP students with 3+ 2015: 26 2016: 26 2017: 50

% of total AP
students with 2015:44.8% 2016:44.8% 2017:49.0%
scores of 3+

Not Met
2017 EAP data (11th grade) indicate:
20.45% Ready for College level English.
36.36% Conditionally Ready for College English

Expected

Pupil Outcomes. Percent of students participating in a CTE course
 Goal is to complete a CTE course sequence

Actual

Met
 265 7th - 12th grade students (50%) participated in CTE courses in 2016-17.
 Goal is to complete a CTE course Pathway

Actions/Services

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

Action 1

Planned Actions/Services

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.

Actual Actions/Services

Block schedule was maintained offering the same level of service to students.
 The number of prep-period buy-outs were doubled from 2016/17 levels to 2017/18 to increase course access for students.
 The AVID program was implemented at the secondary level.

Budgeted Expenditures

\$16,922.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$16,921.00 LCFF Concentration (0000) 1000-3999 Salaries and Benefits
 \$8,539.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$8,538.00 LCFF Concentration (0000) 1000-3999 Salaries and Benefits
 \$48,028.00 LCFF Supplemental (0000) 5800:

Estimated Actual Expenditures

LCFF
 Supplemental/Concentration:
 \$237,481 Certificated Salaries, \$80,689 Employee Benefits, \$604 Books and Supplies, \$26,300 Services and Other Operating Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Professional/Consulting
Services And Operating
Expenditures
\$48,028.00 LCFF Concentration
(0000) 5800:
Professional/Consulting
Services And Operating
Expenditures
\$8,539.00 LCFF Supplemental
(0000) 1000-3999 Salaries and
Benefits
\$8,539.00 LCFF Concentration
(0000) 1000-3999 Salaries and
Benefits
\$112,980.00 LCFF
Supplemental (0000) 1000-3999
Salaries and Benefits
\$112,980.00 LCFF
Concentration (0000) 1000-3999
Salaries and Benefits

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.2 Continue to develop/implement Career Pathways at the secondary level and via an Internship Coordinator (1 FTE) to support the work. (2018-19)

This action/service was not implemented in 2017-18.

0

0

Action 3

Planned Actions/Services

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

Actual Actions/Services

This action/service was partially implemented in 2017-18. The level of co-curricular activities was increased in 2017-18 including an increase in the number of course content aligned field trips. Since grant funding was recently received, more complete implementation will take place in 2018-19.

Budgeted Expenditures

0

Estimated Actual Expenditures

0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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)

No additional investments were made during in 2017-18 beyond the construction of the Digital Media Studio however funding will be allocated in 2018/19.

0

0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The district continues to support Advanced Placement testing costs.

\$5000.00 LCFF Supplemental (0000) 5000-5999: Services and Other Operating Expenditures
 \$5000.00 LCFF Supplemental (0000) 5000-5999: Services and Other Operating Expenditures

LCFF
 Supplemental/Concentration:
 \$342 Books and Supplies, \$1,961
 Services and Other Operating
 Expenditures

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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)

The Summer Academy took place in summer 2017 serving students in grades 1 - 12 and will take place in summer 2018. It is multi-funded with Migrant Education.
At the secondary level, more course were offered. Offerings included credit recovery, ELD and 5 college courses.

\$82,190.00 LCFF Supplemental (0000) 5000-5999: Services and Other Operating Expenditures
\$82,190.00 LCFF Supplemental (0000) 5000-5999: Services and Other Operating Expenditures

LCFF Supplemental/Concentration:
\$65,444 Certificated Salaries.
\$1,895 Classified Salaries,
\$16,507 Employee Benefits,
\$20,044 Services and Other Operating Expenditures

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

Analysis

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

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

Most of the actions/services related to Goal #2 were fully implemented. Of the five Action/services scheduled to be implemented in 2017/18, three were fully implemented, one was partially implemented and one was not implemented. Action/Service #3 was partially implemented because anticipated grant funding was not received. However grant funding for this Action/Service now has been awarded and this action/service will be implemented in 2018/19. Action/service #4 was not funded in 2017/18. Funding has been budgeted to support the Digital Media Studio in 2018/19.

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

The implementation of the actions/services related to Goal #2 resulted in the district meeting four of six expected Annual Measurable outcomes related to Goal #2. Of the two that were not met, one Outcome (Outcome #4) was not met because students were encouraged to participate in the Dual Enrollment program taking college courses. There was a drop in the number of students taking AP courses because there was a significant INCREASE in the number of students in Dual Enrollment college courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actuals in Goal #2 were:

Action #1: There was a reduction in AP course seats resulting in an increase in of Dual-enrollment course seats. The cost of paying for AP Teacher training drastically reduced by \$29K. In addition, the cost of paying for books was reduced by \$9K, which also reduced some prep period buy-out by \$7K which reduced expenditures by about \$45K.

Action #5: Advanced placement costs were reduced by around \$8K due to a grant that paid for costs this year. The number of students taking Advanced Placement exams in 2017/18 was less than anticipated due the significant INCREASE in students in Dual Enrollment.

Action #6: The material difference of actual expenditures was about -\$60K from the budgeted expenditures due to Migrant education reimbursing us costs for the summer program Migrant education portion of about \$60K.

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.

No changes have been made to this goal, expected outcomes or metrics. However the following modifications have been made to actions and services:

Action #1 will be modified to read as follows: 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 through increases in AP courses, Dual Enrollment courses, and supporting Masters Program Teacher incentives to move staff towards becoming the first Comprehensive Early College High School.

Action #2's Budget Expenditure will include LCFF Supplemental/Concentration allocation of \$112,143 for an Internship Coordinator.

Action #3 will be modified to read: 2.3 Design/expand/improve and implement a student-driven program of electives/co-curricular activities that support AVID, Sports, CTE, Art, Music, Etiquete, Basic Life Skills and Essential learnings for Career & College Readiness. In addition, an allocation of LCFF Supplemental/Concentration of \$365,345 will be included for these services.

Action #4 will be modified to read: 2.4 Continue to invest in the Digital Media Studio to provide students and teachers with access to 21st Century technology and instructional strategies. Including after school and real world application projects. In addition, an allocatin of \$35,000 from LCFF Supplemental/Concentration will be included for services and other operating expenditures.

Action #5 will modified to read:2.5 Continue to support Advanced Placement/SAT testing costs, as needed. In addition allocation of LCFF Supplemental/Concentrated will be reduced to \$5,000.

Action #6 will remain the same; however, budgeted expenditure will be reduced to \$126,096 in Services and Other Operating Expenditures from LCFF Supplmental/Concentration funds.

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 Priorities: 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Suspension Rate - California School Dashboard:
Maintain Green or Blue ratings for the following subgroups:

- All
- Socioeconomically Disadvantaged
- Hispanic

Show decreased suspension rates for the following subgroups:

- English Learner
- Students with Disabilities
- White

Actual

Not Met - Suspension rates for English Learners, Students with Disabilities and Homeless Youth increased rather than declining. The district has collaborated with the Colusa County Office of Education to develop a Program Improvement Plan which will be implemented in 2018/19 in order to address student needs and result in a decrease in the suspension rate.

Suspension Rates:
All Students: Green
Status: Medium (3.3%)
Declined: -0.4%

Expected

Actual

Socioeconomically Disadvantaged: Yellow

Status: Medium (3.3%)

Maintained: -0.1%

Hispanic: Green

Status: Medium (3.2%)

Declined: -0.6%

English Learners: Orange

Status: Medium (2.7%)

Increased: +0.7%

Students with Disabilities: Red

Status: High (7.5%)

Increased Significantly: +3.5%

White: Green

Status: Medium (4.1%)

Declined: -1.8%

Homeless: Orange

Status: Medium (3.0%)

Increased Significantly: +3.0%

Expulsion Rate: Maintain rate

Met

Expulsion Rate 0% maintained

There were no students expelled in 2017/18.

Expected

Middle School Dropout Rate: Maintain rate

High School Dropout Rate Improvement in Dropout Rate Indicator over prior year

Attendance Rates: Maintain the school attendance rate above 94.7%

Chronic Absenteeism Rates: Improvement in Chronic Absenteeism Rate over prior year
All Students: 5.5% in 2016-17(Baseline)

Actual

Met
Middle School Dropout Rate of 0% was maintained in 2017/18.

Met
Williams Unified has a High School dropout rate of 0%.
Dropout Rate: .5% Decreased (-.5%)

Met:
(Data available as of this date)
Attendance Rates
Williams USD: 95.55%
Williams Jr./Sr. High:95.99%
Williams Upper Elementary:95.88%
Williams Primary Elementary:94.76%

Met:
(Data available as of this date)
All Students: 5.5% in 2016-17
All Students: 8.7% in 2017-2018
All Students: As of 5/24/2018 = 8.96%

Expected

English Language Arts (3-8) - California School Dashboard:
Student Groups: Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.

Actual

Not Met

4 Student Groups: 3 in Orange and 1 in Red

All students Group - Orange

Status: Low (62.6 points below level 3)

Change: Maintained (-1.2 points)

Student Groups - Performance as reported on the California School Dashboard:

All Students - Orange

English Learners- Orange

Socioeconomically Disadvantaged - Orange

Students with Disabilities- Red

Hispanic - Orange

Expected

Mathematics (3-8) - California School Dashboard:
 Improve Math performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report.

Actual

Met

4 Student Groups: 3 in Orange and 1 in Red
 All students Group - Orange
 Status: Low (70.9 points below level 3)
 Change: Maintained (+1.9 points)

Student Groups - Performance as reported on the California School Dashboard:
 All Students - Orange
 English Learners- Orange
 Socioeconomically Disadvantaged - Orange
 Students with Disabilities- Red
 Hispanic - Orange

Actions/Services

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

Action 1

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

The use of Lifeskills & Lifelong Guidelines as the tools for collaboration and building 21st Century Skills for the Global economic workforce has been a districtwide priority in 2017/18 as evidenced by the District's SMART GOAL #3 in the area of Organizational Leadership. All schools have identified goals and action items which support this SMART GOAL and the WUSD Professional Development Calendar includes the dates when professional learning and other activities took place throughout the year.

0

0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

All district schools provide support for positive school climate and culture by learning, teaching, and modeling daily 21st Century soft skills using Lifelong Guidelines and Lifeskills. However, the degree/depth of implementation varies by site.

\$2,000.00 LCFF Supplemental (0000) 5000-5999: Services and Other Operating Expenditures
 \$2,000.00 LCFF Supplemental (0000) 5000-5999: Services and Other Operating Expenditures
 \$10,000.00 MTSS (0000) 5000-5999: Services and Other Operating Expenditures

LCFF Supplemental/Concentration: \$3,559 Materials and Supplies, \$3,454 Services and Other Operating Expenditures
 MTSS (7811) \$5,774 Services and Other Operating Expenditures, \$502 Transfers of Indirect

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.3 Continue to implement an Intervention Support Program at the Junior/Senior High School that is designed and coordinated by the Intervention Specialist

The Intervention Specialist is a credentialed counselor who works in the College and Career Center as part of the counseling staff. She works with secondary students to help them meet A-G course requirements and with students needing credit recovery. She especially works with seniors to help ensure they are on track to graduate and monitors Mid-Valley students' progress. The Fuel Ed - Aventa program for credit recovery and for A-G is used. After school and weekend (Saturday) recovery, as well as intervention/tutoring support is provided.

\$32,092.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$32,092.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits

LCFF
 Supplemental/Concentration:
 \$51,729 Certificated Salaries,
 \$19,034 Employee Benefits

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The Learning Center has provided academic support to students at the secondary level. Access to the academic support services is optimized by providing extended day and weekend support.

\$5,000.00 LCFF Supplemental (0000) 4000-4999: Books and Supplies
\$5,000.00 LCFF Supplemental (0000) 4000-4999: Books and Supplies

LCFF Supplemental/Concentration: \$10,880 Classified Salaries, \$1,099 Employee Benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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)

For this 2017/18, After the Reading Specialist resigned mid-year from the TK-3 position, a .5 reduction was made and combined with a .5 SEAL position to redesigned/reorganized support to TK-1 through a SEAL/Literacy Support TOSA (1FTE).

In grades 4-6 support/intervention services continued with a Reading Specialist (1FTE) & .5 FTE Intervention/Support Specialist.

This resulted in Estimated Actual Expenditures being lower than Budgeted Expenditures.

\$117,212.00 LCFF
 Supplemental (0000) 1000-3999
 Salaries and Benefits
 \$117,212.00 LCFF
 Supplemental (0000) 1000-3999
 Salaries and Benefits

LCFF
 Supplemental/Concentration:
 \$127,469 Certificated Salaries,
 \$34,657 Employee Benefits

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The literacy support program serves students with identified needs in the area of reading who attend the Primary Elementary school. Trained para-professionals who work under the supervision of a certificated support teacher provide students with computer assisted reading intervention support.

\$43,412.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$43,412.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits

LCFF Supplemental/Concentration: \$65,414 Classified Salaries, \$20,935 Employee Benefits

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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)

The Primary Elementary school has implemented Footsteps 2Brilliance, an app that supports early literacy and learning, which is funded by the Colusa County Office of Education. It may be accessed by students and parents from home and is also used at school during learning center time.

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Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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)

During 2017/18, a formal reclassification process was developed and an overview of state requirements regarding services to English learners and reclassification was provided to district staff by the District EL/SIG/FPM administrator.

\$20,334.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$20,333.00 LCFF Concentration (0000) 1000-3999 Salaries and Benefits

LCFF Supplemental/Concentration: \$35,421 Certificated Salaries, \$9,017 Employee Benefits

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.9 Provide Mental Health services (1FTE) to students with identified needs:

- 1 day per week at the Elementary level
- 4 days per week at grades 4-12th

The mental health services position was not funded in 2017/18 due to necessary budget adjustments. However, a Learning Support Specialist was hired to meet the identified needs of students at the elementary level during the final quarter of the year. The decision to hire a Learning Support Specialist was based on the high levels of success demonstrated by the Intervention Specialist model at the secondary level and a desire to provide similar successful support at the elementary level.

\$24,387.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$24,386.00 LCFF Concentration (0000) 1000-3999 Salaries and Benefits

LCFF
 Supplemental/Concentration:
 \$17,265 Certificated Salaries,
 \$7,050 Employee Benefits,
 \$1,272 Materials and Supplies

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.10 Provide nursing services (.75 - 1FTE), drug detection and free drug testing to students with identified needs.

This action/service was successfully implemented. District nursing services, drug detection and free drug testing has been provided to students with identified needs in 2017/18. In addition to direct services to students, the district nurse has been responsible for completion of required State nursing related reports and has developed/established connections and partnerships with community-based organizations/providers of health services.

\$34,354.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
\$34,354.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
\$3,500.00 LCFF Supplemental (0000) 5800: Professional/Consulting Services And Operating Expenditures
\$3,500.00 LCFF Concentration (0000) 5800: Professional/Consulting Services And Operating Expenditures

LCFF Supplemental/Concentration: \$37,585 Certificated Salaries, \$6,894 Employee Benefits, \$7,000 Services and Other Operating Expenditures

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

Analysis

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

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

Nearly all actions/services related to Goal #3 were successfully implemented in 2017/18 as expected. The exception is Action/Service #9. The mental health services position was not funded in 2017/18 due to necessary budget adjustments. However, a Learning Support Specialist was hired to meet the identified needs of students at the elementary level during the final quarter of the year.

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

Based on data available at this time, the actions/services have been successful in moving the district toward the achievement of Goal 3. One area of concern is the increase in Suspension rates for English Learners, Students with Disabilities and Homeless Youth. In order to address this identified area of concern, the district has collaborated with the Colusa County Office of Education to develop a Program Improvement Plan which will be implemented in 2018/19 to address student needs and result in a decrease in the suspension rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal#3 were the following:

Action #3: A material difference of \$6,500 was due to an increase in salary and benefit costs.

Action #5: After the TK-3 Reading Specialist resigned a third into the school year, a .5 reduction was made and combined with a .5 SEAL position to redesigned/reorganized support to TK-1 through a SEAL/Literacy Support TOSA (1FTE), creating a material difference of \$72K in salary and benefits.

Action #9: The mental health services position was not funded in 2017/18 due to necessary budget adjustments. However, a Learning Support Specialist was hired to meet the identified socio-emotional needs of students at the grades 7-12 during the final quarter of the year. The decision to hire

a Learning Support Specialist was based on the high levels of success demonstrated by the Intervention Specialist model at the secondary level and a desire to provide similar successful support at the elementary level. This created a material difference of \$23K.

Action #10: The nurse was hired as a .75 Health Specialist which created a material difference of about \$24K from budgeted expenditures of 1FTE.

In grades 4-6 support/intervention services continued with a Reading Specialist (1FTE) & .5 FTE Intervention/Support Specialist.

In summary, most differences are due to the fact that Estimated Actual Expenditures for salaries and benefits are based on the actual salary of people who have been hired and Budgeted Expenditures are not.

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.

No changes were made in this goal, expected outcomes or metrics. There were some modifications made to the following actions and budgeted expenditures:

Action #1 was modified to read as follows: 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. In addition, support a positive school climate and culture through the use of tools for collaboration and support such as Multitiered Support Systems (MTSS), Lifeskills & Lifelong Guidelines, PBIS, Leader In Me, Anti-Bullying and Peace Builders. In addition there was a budget expenditure allocation of \$5,000 in LCFF Supplemental/Concentration funds.

Action #2 was modified to read as follows: 3.2 Implement intervention programs to support individualized academic support programs including Saturday School program and After School Interventions. In addition, a budget expenditure was provided of \$241,924 in LCFF Supplemental/Concentration funds to support these services.

Action #4 was modified to read as follows: 3.4 Maintain the Learning Center, including extended day & weekend program hours, to provide students TK-12 with academic support through Tutors that include AVID and LAS internships. In addition, a budget modification of \$37,000 in budgeted expenditures was made.

Action #5 was modified to read as follows: 3.5 Maintain Literacy & CCSS implementation supports as follows:

- TK- 1 grades - (.5 FTE) Literacy coordination and support (.5 FTE) SEAL coordination, coaching & implementation support.
- Grades 2-3 - (.5 FTE) SEAL coordination, coaching & implementation support.
- Grades 4-6 - (.75 FTE) Literacy coordination and support
- 4-6th grades - Coordination of ELA/Math CCSS implementation support services (.5 FTE)

In addition, it will have a budget expenditure reduction from \$234,424 to \$195,704 due to budget adjustments.

Action #6 was not funded for the 2018-2019 school year due to budget adjustments and elimination of Para-educators.

Action #9 was modified to read as follows: 3.9 Provide a Learning Support Specialist (LSS) that will provide, Organizational Leadership supports to improve school climate, mental health supports, SST, IEP, case-management and social work services that will help improve socio-emotional learning and academic outcomes.

- 2 days per week at the Williams Upper Elementary School (4-6)
- 3 days per week at the Williams Jr./Sr. High School (7-12)

In addition, the budgeted expenditure will increase to \$73,122 from LCFF Supplemental & Concentrated funds.

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 Priorities: 3, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Number of parents participating in the annual Parent Survey.

Actual

Not implemented.

The district has been researching parent surveys to find a survey that will meet the needs of the community and district. To date, no high quality parent survey has been found that meets identified needs. As a result, no survey was given and data is not available at this time. The district will continue efforts to find a survey for use in 2018/19.

Expected

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.

Actual

Not implemented.
The district has been researching parent surveys to find a survey that will meet the needs of the community and district. To date, no high quality parent survey has been found that meets identified needs. As a result, no survey was given and data is not available at this time. The district will continue efforts to find a survey for use in 2018/19.

Expected

Attendance/participation in district-sponsored Parent Programs, including parents of EL, Special needs and socio-economically disadvantaged students.

Actual

Met

During 2017/18 all parent engagement activities related to decision-making and governance were successfully implemented. These include ELACs at every school, a DELAC that meets monthly (except in December), and Migrant Parent Advisory Committee and School-site Councils.

In addition, other parent engagement efforts were initiated/continued in 2017/18. These include:

- Visits to SEAL demonstration schools sites that allowed parents to learn about the SEAL model and observe in classrooms that are implementing it.
- Participation of 12 parents in the annual three day CAFE conference
- Project 2Inspire (Year 1) Approximately 37 parents attended Project 2Inspire sessions. The weekly sessions were offered both in the mornings and in the evening to meet the needs of parents. 12 parents successfully completed more than half of the sessions. 6 parents successfully completed the entire 12 lesson course of study and earned a certificate of completion. The parents who have successfully completed the first year have indicated that they want to continue with Year 2 of Project 2Inspire and eventually finish year 3 in order to receive certification as Project 2Inspire trainers.

Expected

Student surveys on Safety and School Connectedness

Actual

MET
 2017 CHKS Survey satisfaction (grades 5, 7, 9 and 11) :
 61% on Feeling Safe
 36% on Academic Motivation (Motivation)
 10% on Meaningful Participation (Satisfaction)
 22% on Connectedness (Encouragement)
 28% on Caring Relationship (Treatment)

2016 CHKS Survey satisfaction (grades 7, 9 and 11) :
 CHKS Survey satisfaction :
 54% on Feeling Safe
 29% on Academic Motivation (Motivation)
 9% on Meaningful Participation (Satisfaction)
 13% on Connectedness (Encouragement)
 20% on Caring Relationship (Treatment)

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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)

During 2017/18 all parent engagement activities related to decision-making and governance were successfully implemented. These include ELACs at every school, a DELAC that meets monthly (except in December), and Migrant Parent Advisory Committee and School-site Councils.

0

0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Parent engagement efforts that were implemented in 2017/18 will be continued in 2018/19. These include:

- Opportunities to visit SEAL demonstration schools sites allowing parents to learn about the SEAL model and observe in classrooms that are implementing it at other sites.
- Participation in CABE supported activities when held locally
- Project 2Inspire (Year 1)
- Project 2Inspire (Year 2) For parents who have successfully completed the first year and want to continue with Year 2 of Project 2Inspire

\$10,000.00 LCFF Supplemental (0000) 5800:
Professional/Consulting Services and Operating Expenditures
\$10,000.00 LCFF Supplemental (0000) 5800:
Professional/Consulting Services and Operating Expenditures

LCFF Supplemental/Concentration:
\$3,413 Materials and Supplies,
\$6,892 Services and Other Operating Supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

The district has successfully implemented Action #3 as evidenced by an increase in parent engagement. Translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities were provided during 2017/18. In addition the district has continued to provide a District Liaison (1FTE) to serve as a parent advocate.

\$65,000 Funding Sources: LCFF Base (0000) 2000-2999: Classified Salaries

LCFF Base: \$63,186 Classified Salaries, \$23,452 Employee Benefits

Action 4

Planned Actions/Services

4.4 Continue to provide recognition of Certificated and Classified staff members at Board meetings

Actual Actions/Services

The site administrators continued to recognize their staff members at Board meetings during the 2017/18 school year.

Budgeted Expenditures

\$1,050.00 LCFF Supplemental (0000) 4000-4999: Books and Supplies
\$1,050.00 LCFF Supplemental (0000) 4000-4999: Books and Supplies

Estimated Actual Expenditures

LCFF Supplemental/Concentration: \$300 Materials and Supplies

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

Analysis

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

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

All of the Actions/Service related to Goal #4 were successfully implemented in 2017/18.

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

The actual measurable outcomes relating to parent engagement in governance/decision-making and increased parent participation in activities/programs are very positive indicators that the actions/services were effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures related to Goal #4 were:

Action #2: A material difference of about \$10K occurred due to some of these costs being incurred by Migrant Education for Migrant parents and out of Title III for other English Learner parents.

Action #3: The material difference of about 20K is due to the cost of benefits not being included in the budgeted expenditures.

Action #4: The material difference of \$1.5K is due to over budgeting expenditure costs of recognition for parents, Certificated and Classified staff members at Board meetings vs. estimated actuals.

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.

No changes have been made to this goal, expected outcomes, metrics or actions and services. However, there is a Budget Expenditure Change in Action #3 from \$65K to \$107,691. due to salary and benefits being fully included for this 2018-2019 school year.

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 Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

Teacher assignments and credentials
Maintain 100% Highly Qualified

Williams Certification
Maintain 100% access to standard-aligned materials

Actual

We were able to maintain 100% of the assignments with appropriate credentials; however, we had 4% of our teachers not meeting Highly Qualified. One teacher will resign at the end of the year and the other two will meet Highly Qualified starting 2018-2019 school year.

Williams USD was able to maintain 100% access to standards-aligned materials for the 2017-2018 school year.

Expected

Improved facilities and Infrastructure
All schools and facilities will meet Williams Certification standards

Actual

All schools and facilities met Williams Act Certification Standards.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/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.

Actual Actions/Services

We were able to recruit and retain highly qualified teachers for the 2017-2018 school year. Due to implementation of school reform in TK-3, we will lose a number of teachers at the end of this school year. That is part of the process in school reform. We will again recruit and rebuilding our TK-3 staffing configuration. In our 4-12 sites we were able to recruit and retain a diverse group of highly qualified teachers as we build their capacity to close the achievement gap and create a rigorous learning environment.

Budgeted Expenditures

\$2,500.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits
 \$2,500.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits

Estimated Actual Expenditures

LCFF
 Supplemental/Concentration:
 \$893 Materials and Supplies,
 \$1,125 Services and Other
 Operating Expenditures

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

5.2 Ensure that probationary I and II teachers participate in the Tri County BTS/TCIP program and Probationary II teachers will clear their credential as required by the State.

We did have our Prob. I and II teachers participate in the Tri-County BTS/TCIP program. Of three teachers that needed to clear their credentials, two were able to accomplish this, one teacher was non-re-elected in May of 2018.

\$7,004.00 LCFF Supplemental (0000) 1000-3999 Salaries and Benefits

LCFF Supplemental/Concentration: \$5,600 Certificated Salaries, \$1,021 Employee Benefits

Action 3

Planned Actions/Services

5.3 Purchase standards-aligned instructional materials.

Actual Actions/Services

We purchased ELA standards aligned instructional materials for TK-3. In addition, we also purchased Social Studies standards aligned materials for grades 4-6. Finally we purchased standards aligned science materials for our 7-12 course offerings.

Budgeted Expenditures

\$25,000.00 LCFF Supplemental (0000) 4000-4999: Books and Supplies
 \$25,000.00 LCFF Supplemental (0000) 4000-4999: Books and Supplies

Estimated Actual Expenditures

LCFF Supplemental/Concentration: \$50,000 Materials and Supplies

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

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.

Actual Actions/Services

We continued to modernize school facilities by completing four new permanent modular classrooms for TK and Kinder. In addition, we developed and completed a Facilities Construction 10 year Master Plan that was vetted and celebrated with stakeholders through a Facilities Master Plan reception in February, 2018. Finally, we purchased and replaced our 1-1 devices in grades 3-12 to insure access to 21st Century technology and opportunities for teachers to provide 21st Century Blended Learning for our students. We also increased use of effective instruction using technology through the support of our new Instruction & Technology Coach (teacher on special assignment).

Budgeted Expenditures

\$52,461.00 LCFF Supplemental (0000) 4000-4999: Books and Supplies
 \$52,461.00 LCFF Supplemental (0000) 4000-4999: Books and Supplies

Estimated Actual Expenditures

LCFF
 Supplemental/Concentration:
 \$116,773 Materials and Supplies,
 \$8,626 Capital Outlay

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

5.5 Provide adequate, ongoing transportation to ensure student success.

Actual Actions/Services

We provided adequate and ongoing transportation for our English Learners & Migrant (McKinney Vento) students to and from home, we increased field trip opportunities for real-world, being-there experiences.

Budgeted Expenditures

\$10,000.00 LCFF Supplemental (0000)5000-5999: Services and Other Operating Expenditures
 \$10,000.00 LCFF Supplemental (0000)5000-5999: Services and Other Operating Expenditures

Estimated Actual Expenditures

LCFF Supplemental/Concentration: \$20,000 Services and Other Operating Expenditures, \$20,599 Capital Outlay

Action 6

Planned Actions/Services

5.6 Seek and obtain additional funding as needed to improve instruction, learning and facilities through grant-writing.

Actual Actions/Services

We applied for a CTE Construction grant to modernize our Ag-Science and Farm Mechanics CTE Pathway. We did not get the grant by one point. The appeal submitted was also futile. We will reapply for the 2018-2019 school year. In addition, we applied for an after school 21st Century federal grant for grades 7-12 to provide after school enrichment and academic support. We did get a \$223,000 grant allocation!

Budgeted Expenditures

\$7,500.00 LCFF Supplemental (0000) 5800: Professional/Consulting Services and Operating Expenditures
 \$7,500.00 LCFF Supplemental (0000) 5800: Professional/Consulting Services and Operating Expenditures

Estimated Actual Expenditures

LCFF Supplemental/Concentration: \$9,891 Services and Other Operating 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.

Overall, implementation of actions and services to achieve this articulated goal were successful in recruiting and retaining highly qualified teachers in grades 4-12. We increased transportation services for our supplemental and concentrated student populations by providing transportation from school to home and educational field trips that provide real-world, being-there experiences. In addition, we were able to obtain additional grant funding to support our after school curricular and extra-curricular activities in grades 7-12.

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

The overall actions/services as measured by the LEA showed successful outcomes in each action and services we laid out.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted expenditures and estimated actuals were:

Action #5: An increase of estimated actuals by about \$21K in funding due to an increase in field trips and replacement of a vehicle in MOT (Maintenance Operations & Transportation). In addition, An increase there was an increase cost in technology due to replacement of 1-1 devices for grades 3-12.

Action #6: The estimated actual and budgeted expenditure difference was due to decreased cost of \$5K to seek and obtain additional funding as needed to improve instruction, learning and facilities through grant-writing

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 were no changes made to this goal, expected outcomes, or metrics. The following Actions and Services had modifications or budget adjustments:

Action #1 was modified and will read as follows: 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 using incentive bonuses when needed for specific positions that are in high demand. In addition, there was an increase of \$6K to budget expenditures.

Action #3 remained the same; however, budgeted expenditure was adjusted from \$50K to \$73,676.

Action #4 was modified and will now read as follows: 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 that support blended learning. In addition, budgeted expenditures will increase from \$104,922 to \$306,694 in LCFF Supplemental/Concentrated funds to more accurately reflect the technology costs.

Action #5 will be modified to read: 5.5 Provide adequate, ongoing transportation to ensure student success for transportation to home, educational field trips and sports activities. In addition, budgeted expenditures will increase from \$20,000 to \$135,000 in services and other expenditures.

Overall, budget adjustments were made in order to more accurately reflect the transportation and technology costs as we look at more clearly outlining our LCFF base vs. our Supplemental and Concentrated funding. Overall, we have kept the same actions and services for 2018-2019 school year roll over.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

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 2017-2018 LCAP Goals, Actions & Services
- b. Share Data Findings & Annual Updates from 2017-2018 school year.
- c. Obtain input/recommendations on goals, actions and services for 2018-19 school years.
- d. Update stakeholders on new changes to LCFF Indicators/CA Dashboard and LCAP Template
- e. Share the 2018-2019 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 and recommendations for the coming 2018-2019 LCAP Goals, Actions and Services.

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

District & Communities Meetings for Improving Williams USD:

September 6, 2017: Met w/community stakeholders to share 2017-2018 LCAP Goals, Actions & Services

October 4, 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

November 29, 2017: Parent Forum meeting regarding LCAP implementation progress.

December 13, 2017: Met with parents and teachers regarding LCAP adjustments for next year due to WTA negotiations' increase to cap and salary adjustments.

February 7, 2018: Improving Williams USD MTG to discuss LCAP Implementation progress.

March 1, 2018: 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 4th & 15th, 2018: Met with community stakeholders to obtain input/recommendations on goals, actions and services and prioritize for 2018-19 school year.

May 22 & 23, 2018: Met with community stakeholders to share the 2017-2018 draft LCAP changes/updates & obtain final recommendations & input

District Cabinet Meetings:

August 30, 2017: Met with School Board to share LCAP Goals and tie them to Superintendent & Board Goals.

September 5, 2017: Met with Cabinet to share 2016-2017 LCAP Goals, Actions & Services

October 31, 2017: Met with Cabinet to share 2016-2017 LCAP Goals, Actions & Services

November 28, 2017: Met with School Board to share Data Findings & Annual Updates from 2017-2018 school year & new changes to LCFF

January 16, 2018: Met with Cabinet to Share Data Findings & Annual Updates from 2016-2017 school year & new changes to LCFF Indicators/CA

January 18, 2018: Met with School Board to Share Data Findings & Annual Updates from 2016-2017 school year & new changes to LCFF Indicators/CA Dashboard and LCAP Template

February 20, 2018: Met with community Cabinet to obtain input/recommendations on goals, actions and services for 2018-19 & new changes to LCFF Indicators/CA Dashboard and LCAP Template

May 1, 2018: Met with Cabinet to share the 2017-2018 draft LCAP to prioritize changes/updates & obtain final recommendations & input

May 129, 2018: 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:

September 25, 2017 Met with DELAC to share 2017-2018 LCAP Goals, Actions & Services

October 18, 2017: Met with M-PAC (Migrant Parent Advisory Group) to share 2017-2018 LCAP Goals, Actions & Services

November 27, 2017: Met with DELAC/MPAC to share Data Findings & Annual Updates from 2017-2018 school year & new changes to LCFF

Indicators/CA Dashboard and LCAP Template

February 21, 2018: Met with DELAC/MPAC to obtain input/recommendations on goals, actions and services for 2018-19 & new changes to LCFF

Indicators/CA Dashboard and LCAP Template

April 12, 2018: Met with DELAC/MPAC to share the 2017-2018 draft LCAP to prioritize changes/updates & obtain final recommendations & input

May 22, 2018: Meet to review final LCAP draft for 2017-2018 with changes prior to Public Hearing

Represented Meetings:

September 8, 2017 Met with WTA to share 2017-2018 LCAP Goals, Actions & Services

September 19, 2017 Met with CSEA to share 2017-2018 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

Dashboard and LCAP Template

March 27, 2018 Met with WTA/CSEA during improving Williams USD to obtain input/recommendations on goals, actions and services for 2018-19 & new changes to LCFF Indicators/CA Dashboard and LCAP Template

April 11, 2018: Met with WTA to share the 2017-2018 draft LCAP to prioritize changes/updates & obtain final recommendations & input. Also sent out recommendations template to unit members at the request of WTA.

Students:

March 22, 2018: Principal 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 2018-19

April 14, 2017: Principal 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 2018-19

April 26, 2017: Principal 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 2018-19

ALL STAFF District Meetings:

October 3, 2017: Met to review Goals, Actions & Services and discuss progress. Also administrators were asked to embed them in their Single School Plans for Student Achievement (SSPSAs).

October 20, 2017: Met with site administrators to review CA Dashboard & Local Indicators data results.

November 7, 2017: Met with Support Team to share Data Findings & Annual Updates from 2016-2017

February 14, 2018: Met with Cabinet to share Data Findings & Annual Updates from 2016-2017 school year & obtain input/recommendations and prioritize goals, actions and services for 2018-19

May 15, 2018: Met with Cabinet to share the 2018-2019 draft LCAP to prioritize changes/updates & obtain final recommendations & input

APPROVAL TIMELINE:

Submitted for public hearing:

February through April 2018: Stakeholder comments, input & recommendations shared and prioritized

3/20/18: School Board Special Meeting on LCAP Budget and new Goals, Actions & Services Draft 1st Review & Study Session

5/24/18: Draft LCAP Available for public view and available for stakeholder comment

5/29/18: Draft LCAP Public hearing for final input and comments

6/21/18: Williams USD Board Reading & Approval of Final LCAP Draft

Submitted for CCOE Board approval:

5/25/18: CCOE 1st Draft Reading, comments & recommendations

5/30/18 CCOE 2nd Draft Reading, comments & final recommendations

7/7/18: CCOE Board approves LCAP and budget with minor corrections or recommendations to be made

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 2018-2019 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 stake holders. Timelines were met for the 2018-2019 LCAP process.

There was positive feedback on goals that were accomplished. We had five goals with actions and services in the 2017-2018 LCAP. We also narrowed our Local Indicators. We had too many we were using and no real system for gathering and obtaining data. Due to LCAP budget adjustments, the school board approved to eliminate Para-educators, two PE teachers and a Music teacher from the LCAP for the 2018-2019 school year amidst high TK-3 teacher and some parent push-back.

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 was done to reassess and re-establish goals the prior year; which made it easier this year to maintain the same goals and most actions and services. A major push for identification of power standards, alignment to curriculum and development of pre- and post- assessments were made this 2017-2018 school year TK-12 in core ELA, Math, Reading and History & Science departments.

Significant input and recommendations from stakeholder meetings were as follows in relationship to our goals:

GOAL 1:

- 7: Music Program: Develop K-12 music program/Keep WES music/more relevant music *
- 5: Achievement Data Teams: increase implementation/ district wide /follow up support *
- 5: Hire 1 PE Teacher TK-6/Elementary PE is an important program-keep
- 3: Support for Go Math PD/Implementation *
- 3: Continue w/ Illuminate/more Illuminate PD time to work with GL team *
- 2: TK/K less than full day
- 3: WES Teacher prep time not associated with PE
- 2: All subjects should have the same common assessment and same team/collaboration *
- 2: Use and improve programs that are already in place *
- 2: Increase the link between special education and the district (that parents understand the responsibilities of services) *

GOAL 2:

- 10: Use Digital Media Center more/Use digital media studio-perhaps district wide/Invest in DMC *
- 6: Course options: Bring back ROP, Home Economics, auto shop/ more language or communication courses like debate class./philosophy/college

options

2: Work experience for block schedule efficacy's-no idle students *

GOAL 3:

8: Para Educators for reading and language development support/Train paras/Paras in TK/K/Targeted needs students

5: PBIS/Restorative practices/MTSS for staff *

4: Utilize city PD drug K9 instead of paying/hiring out/PJUSD is using WPD *

3: Work towards transforming district and school site culture *

2: Increase in reclassifications/EL Services/ Internal Systems *

2: Dean Tannewitz present Life Skills training to parents *

2: Full time health specialist

2: TK-3= Needs at least 1 full time Literacy Specialist

2: We need a FTE Seal Coach *

GOAL 4

12: Increase engagement/participation from the parents, educate parents/motivate parents to come, schedule mtgs around work hours/48 hour notice for meetings *

8: Communication: Parents & Stakeholders/Accurate info/Advertise earlier/Make staff aware/letters & phone calls *

3: Parent Center at each site/Establish protocol for use of the parent center *

2: Conduct parent teacher conferences for all students. *

2: Project2Inspire *

2: CAFE – very beneficial for parents to participate *

GOAL 5:

7: Technology updates: intercom that works everywhere/internet/wifi/smart boards *

7: Maintain facilities: toilets that work regularly, temperature control, classrooms/improve safety/fencing *

5: Transportation: Student transport vehicles/more routes/Add another bus because it gets crowded

4: Recruitment: Job Fair/Continue to recruit and retain diverse group of HQ teachers/Incentives/Motivate teachers *

2: Counseling: More counselors/Keep an eye on the academic load of students to manage stress. Use academic plan.*

The areas that have an * will be addressed in the LCAP for the 2018-2019 school year. Those that do not have an asterix will not be included.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Identified Need:

There is a need for the district and each school to increase student achievement and meet state accountability targets.

WUSD must:

- 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 using the Achievement Data Team Process (ADT)
- 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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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 had 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 California School
Dashboard:
All - Yellow
English Learners- Yellow
Socioeconomically
Disadvantaged - Yellow
Students with Disabilities-
Red
Hispanic - Yellow

Improved 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

Improved 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 %

Improved 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

Completed the Emerging phase of implementation.

Goal is to merge into the Developed stage.

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 ELA/ELD standards and teach in Tandem using "Integrated" and "Designated" ELD.

Site administrators have participated in PD related to reclassification process.

TK, K & 1st teachers participated in SEAL launch professional development in Spring of 2017.

All teachers participated in PD related to the reclassification process

TK, K & 1st grade teachers will have participated in SEAL Year 1 PD in Fall 2017 and Spring of 2018.

All teachers will participate in annual review of PD related to reclassification process

All 2nd and 3rd grade teachers participate in SEAL launch professional development in Spring of 2018.

TK, K & 1st grade teachers will have participated in SEAL Year 2 PD in Fall 2018 & Spring of 2019.

All 2nd-3rd grade teachers will participate in SEAL Year 1 PD in Fall 2018 & Spring of 2019.

All teachers will participate in annual review of PD related to reclassification

All 4-6 & all New teachers participate in SEAL launch professional development in Spring of 2018.
 TK, K & 1st grade teachers will implement SEAL Year 3 fully in Fall 2019 & Spring of 2020.

All 2nd-3rd grade teachers will participate in SEAL Year 2 PD in Fall 2019 & Spring of 2020.

All 4-6 grade teachers will participate in SEAL Year 1 PD in Fall 2019 & Spring of 2020.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1 Adopt a research-based framework

1.1 Adopt the DSEI (Daggett System for

(DSEI), to drive district wide improvement in instruction and achievement.

Effective Instruction) Framework as a research-based framework to drive district wide improvement in instruction and achievement. Attend the Model Schools Conference to build buy-in and capacity in the DSEI Framework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$20,000	
Source	0	LCFF Supplemental/Concentration	
Budget Reference	0	\$20,000 Services and Operating Expenditures	

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.2 Establish Data-Driven Decision Making Teams to improve 1) Teaching; 2) Instructional Leadership; and 3) Organizational Leadership.

1.2 Implement the Achievement Data Teams (ADT) process to assess/monitor student learning and achievement on a formative basis to inform instruction in the DSEI area of TEACHING. Provide professional development related to the use of Illuminate to develop and use ADT short cycle assessments, as needed. Provide Professional Development for PLC implementation of INSTRUCTIONAL LEADERSHIP and ORGANIZATIONAL LEADERSHIP Teams for DSEI Framework Rubric Implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,667.00 \$22,667.00 \$4,200.00 \$4,200.00 Total: \$53,734	\$63,400	
Source	LCFF Supplemental (0000)	LCFF Supplemental/Concentration	
Budget Reference	5000-5999: Services and Other Operating Expenditures	\$3,000 Certificated Personnel Salaries \$802 Employee Benefits \$400 Books and Supplies \$59,198 Services and Other Operating Expenditures	

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 .

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 . & provide ongoing professional development and coaching to build staff capacity in implmenting rigorous, differentiated instruction, based on data, to meet the

needs of all students, including identified subgroups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$\$29,750.00 + \$29,750.00 = \$59,500.00$ (5000-5999) $\$15,158.00 + \$15,158.00 = \$30,316.00$ (4000 -4999) $\$32,092.00 + \$32,092.00 = 64,184.00$ (1000-3999)	\$90,000	
Source	LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 1000-3999: Salaries and Benefits	\$25,000 Certificated Personnel Salaries \$6,671 Employee Benefits \$1,000 Books and Supplies \$57,329 Services and Other Operating Expenditures	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

1.4 Implement a culturally relevant music program (.79 FTE) that does not impact the AM Core instructional day in grades TK-6 & implement the PE Catch program through scheduled grade-level teacher collaboration of PE in the PM part of the day and ASES program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$72,440.00 \$72,439.00 \$42,783.00 \$42,783.00 Total=\$230,445.00	\$72,914	
Source	LCFF Supplemental (0000)	LCFF Supplemental/Concentration	
Budget Reference	1000-3999 Salaries and Benefits	\$53,383 Certificated Personnel Salaries \$19,531 Employee Benefits	

Action #5

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

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

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	Schoolwide	Specific Grade spans, TK-K

Actions/Services

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

Modified

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

1.5 Continue implementation of Full Day funded TK & K. Begin Dual Immersion Strand implementation to support the assets of student's home language (Spanish) and build the PK-12 Interpreter/Translator Pathway by integrating SEAL PK-6 in partnership with Colusa County Office of Education.

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

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$59,977.00 \$59,977.00 Total =119,954.00	0	

Source	LCFF Supplemental (0000)	0	
Budget Reference	1000-3999 Salaries and Benefits	0	

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

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.

Action 1.8 will become Action 1.6 in 2018-2019 school year.

2018-19 Actions/Services

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.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,030.00 \$53,029.00 Total=106,059.00	\$115,611	
Source	LCFF Supplemental (0000)	LCFF Supplemental/Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries	\$86,996 Certificated Personnel Salaries \$28,615 Employee Benefits	

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

No Action existed for Special Education Subgroup

1.7 Integrate and provide Special Education services and staff to align and integrate services, as well as improve outcomes of this particular student subgroup.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$850,000	
Source	0	LCFF	
Budget Reference	0	\$850,000 Tuition	

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

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:

State Priorities: 4, 5

Local Priorities:

Identified Need:

The district's high school graduation rate is very high (96.5%) and 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Graduation Rate (9-12) California School Dashboard

All students - Blue Status: Very High (96.5%)
Change: Increased Significantly + 11.9 %

Maintained 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%

Increased improvement in the College/Career Indicator of the California School Dashboard
Prepared: 34.6%
Approaching Prepared: 24.7%
Not Prepared: 40.7%

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%

Maintained percentage higher than state average 30%

Maintain percentage higher than state average

Maintain percentage higher than state average

<p>Number of Students Taking AP Exams and Percentage Passing AP Exams</p>	<p>Taking: 58 Passing: 48.3%</p>	<p>Taking: Increase by 10% over prior year Passing: Increase by 5% 2017 = 42% Took AP 2017 = 29% Passed</p>	<p>Taking: Increase by 10% over prior year Passing: Increase by 5%</p>	<p>Taking: Increase by 10% over prior year Passing: Increase by 5%</p>
<p>Percent of students participated & demonstrated college preparedness in Early Assessment Programs</p>	<p>61% Ready for College EAP in English in 2016.</p>	<p>Increased the percent of students participating and demonstrating college preparedness in EAP</p>	<p>Continue to increase the percent of students participating and demonstrating college preparedness in EAP</p>	<p>Continue to increase the percent of students participating and demonstrating college preparedness in EAP</p>
<p>Pupil Outcomes. Percent of students participating in a CTE course</p>	<p>265 7th - 12th grade students (50%) participated in CTE courses.</p>	<p>Completed a CTE course sequence</p>	<p>Goal is to complete a second CTE course sequence</p>	<p>Goal is to complete a third and fourth CTE course sequence</p>

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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,

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.

when necessary through increases in AP courses, Dual Enrollment courses, and supporting Masters Program Teacher incentives to move staff towards becoming the first Comprehensive Early College High School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,922.00 \$16,921.00 \$8,539.00 \$8,538.00 \$48,028.00 \$48,028.00 \$8,539.00 \$8,539.00 \$112,980.00 \$112,980.00	\$433,079	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	

Budget Reference

1000-3999 Salaries and Benefits
5800: Professional/Consulting Services
And Operating Expenditures

\$287,526 Certificated Personnel Salaries
\$115,553 Employee Benefits
\$ 30,000 Services and Other Operating Expenditures

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

Actions/Services

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

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

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

New

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Actions/Services to begin SY 2018-19.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$112,143	
Source	0	LCFF Supplemental/Concentration	
Budget Reference	0	\$80,000 Certificated Personnel Salaries \$32,143 Employee Benefits	

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

2.3 Design/expand/improve and implement a student-driven program of electives/co-curricular activities that support AVID, Sports, CTE, Art, Music, Etiquete, Basic Life Skills and Essential learnings for Career & College Readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	0	\$365,345	
Source	0	LCFF Supplemental/Concentration	
Budget Reference	0	\$266,852 Certificated Personnel Salaries \$98,493 Employee Benefits	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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 Actions/Services

2.4 Continue to invest in the Digital Media Studio to provide students and teachers with access to 21st Century technology and instructional strategies. Including after school and real world application projects.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$35,000	
Source	0	LCFF Supplemental/Concentration	
Budget Reference	0	\$35,000 Services and Other Operating Expenditures	

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Williams Junior/Senior High School

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000.00+\$5000.00= \$10,000.00	\$5,000	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	5000-5999: Services and Other Operating Expenditures	Services and Other Operating Expenditures	

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

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)

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

Modified

2018-19 Actions/Services

2.6 Implement a Summer Academy for 1st - 12th grades providing college course offerings, credit recovery, English Language Development, enrichment courses, etc.

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

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$82,190.00 \$82,190.00 Total=164,380.00	\$126,096	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	

**Budget
Reference**

5000-5999: Services and Other
Operating Expenditures

\$44,317 Certificated Personnel Salaries
\$11,824 Employee Benefits
\$69,955 Services and Other Operating
Expenditures

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

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 Priorities: 4, 5, 6

Local Priorities:

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 Measureable 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%	Maintained Green or Blue ratings for the following subgroups: All Socioeconomically Disadvantaged Hispanic Showed decreased suspension rates for the following subgroups: English Learner Students with Disabilities White	Maintain Green or Blue ratings for the following subgroups: All Socioeconomically Disadvantaged Hispanic Show decreased suspension rates for the following subgroups: English Learner Students with Disabilities White	Maintain Green or Blue ratings for All students and subgroups
Expulsion Rate	0%	Maintained rate	Maintain rate	Maintain rate
Middle School Dropout Rate	0% Dropout Rate	Maintained 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%	Maintained 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

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 California School
Dashboard:
All - Yellow
English Learners- Yellow
Socioeconomically
Disadvantaged - Yellow
Students with Disabilities-
Red
Hispanic - Yellow

Student Groups:
Improved ELA
performance for individual
Student Groups as
reported on the California
School Dashboard ELA
Assessment Report.

Student Groups:
Improve ELA performance
for individual Student
Groups as reported on the
California School
Dashboard ELA
Assessment Report.

Student Groups:
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

Improved Math
performance for individual
Student Groups as
reported on the California
School Dashboard ELA
Assessment Report.

Improve Math
performance for individual
Student Groups as
reported on the California
School Dashboard ELA
Assessment Report.

Improve Math performance
for individual Student
Groups as reported on the
California School
Dashboard ELA
Assessment Report.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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)

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. In addition, support a positive school climate and culture through the use of tools for collaboration and support such as Multitiered Support Systems (MTSS), Lifeskills & Lifelong Guidelines, PBIS, Leader In Me, Anti-Bullying and Peace Builders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$5,000	
Source	0	LCFF Supplemental/Concentration	
Budget Reference	0	\$5,000 Services and Other Operating Expenditures	

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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 Actions/Services

3.2 Implement intervention programs to support individualized academic support programs including Saturday School program and After School Interventions.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00 \$2,000.00 \$10,000.00 Total = 14,000.00	\$241,924	
Source	LCFF Supplemental (0000) LCFF Concentration (0000) MTSS (0000)	LCFF Supplemental/Concentration	

Budget Reference

5000-5999: Services and Other Operating Expenditures

\$182,873 Certificated Personnel Salaries
\$59,051 Employee Benefits

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

3.3 Continue to implement an Intervention Support Program at the Junior/Senior High School that is designed and coordinated by the Intervention Specialist

2018-19 Actions/Services

3.3 Continue to implement an Intervention Support Program at the Junior/Senior High School that is designed and coordinated by the Intervention Specialist to run a Learning Center.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,092.00 \$32,092.00 Total=\$64,184.00	\$83,045	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	1000-3999 Salaries and Benefits	\$59,965 Certificated Personnel Salaries \$23,080 Employee Benefits	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

3.4 Maintain the Learning Center, including extended day & weekend program hours, to provide students TK-12 with academic support through Tutors that include AVID and LAS interships.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00 \$5,000.00 Total=10,000.00	\$37,600	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	4000-4999: Books and Supplies	\$34,059 Classified Personnel Salaries \$3,541 Employee Benefits	

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Williams Elementary and Williams Upper Elementary Schools

Actions/Services

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

Modified

2017-18 Actions/Services

3.5 Maintain Reading Specialist support as follows:

- TK-1 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)

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

Modified

2018-19 Actions/Services

3.5 Maintain Literacy & CCSS implementation supports as follows:

- TK- 1 grades - (.5 FTE) Literacy coordination and support (.5 FTE) SEAL coordination, coaching & implementation support.
- Grades 2-3 - (.5 FTE) SEAL coordination, coaching & implementation support.
- Grades 4-6 - (.75 FTE) Literacy coordination and support
- 4-6th grades - Coordination of ELA/Math CCSS implementation support services (.5 FTE)

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

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

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

Amount	\$117,212.00 \$117,212.00 Total=\$234,424.00	\$195,704	
Source	LCFF Supplemental (0000)	LCFF Supplemental/Concentration	
Budget Reference	1000-3999 Salaries and Benefits	\$153,475 Certificated Personnel Salaries \$42,229 Employee Benefits	

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Williams Elementary School

Actions/Services

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

New

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

Not Funded in 2018-19.

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

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$43,412.00
\$43,412.00
Total=86,824.00

This service will be provided by the Literacy Support Teacher in another action as para-educators were laid-off.

Source

LCFF Supplemental (0000)
LCFF Concentration (0000)

0

Budget Reference

1000-3999 Salaries and Benefits

0

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Williams Elementary School

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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)

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

Year	2017-18	2018-19	2019-20
Amount	0	0	
Source	0	0	
Budget Reference	0	0	

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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)

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)

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$20,334.00

\$20,333.00

Total = \$40,667.00

\$45,237

Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	1000-3999 Salaries and Benefits	\$35,422 Certificated Personnel Salaries \$9,815 Employee Benefits	

Action #9

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

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

OR

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

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

Actions/Services

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

New

Modified

Unchanged

2017-18 Actions/Services

3.9 Provide Mental Health services (1FTE) to students with identified needs:

- 1 day per week at the Elementary level
- 4 days per week at grades 4-12th

2018-19 Actions/Services

3.9 Provide a Learning Support Specialist (LSS) that will provide, Organizational Leadership supports to improve school climate, mental health supports, SST, IEP, case-management and social work services that will help improve socio-emotional learning and academic outcomes.

- 2 days per week at the Williams Upper Elementary School (4-6)
- 3 days per week at the Williams Jr./Sr. High School (7-12)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,387.00 \$24,386.00 Total=48,773.00	\$73,122	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	

Budget Reference

1000-3999 Salaries and Benefits

\$51,728 Certificated Personnel Salaries
\$ 21,394 Employee Benefits

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.10 Provide nursing services (.75 - 1FTE), drug detection and free drug testing to students with identified needs.

3.10 Provide nursing services (.75 FTE), drug detection and free drug testing to students with identified needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,354.00 \$34,354.00 Total=\$68,708.00 \$3,500.00 \$3,500.00 Total=\$7,000.00	\$61,918	
Source	LCFF Supplemental (0000) LCFF Concentration (0000) LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	1000-3999 Salaries and Benefits 5800: Professional/Consulting Services And Operating Expenditures	\$38,860 Certificated Personnel Salaries \$16,058 Employee Benefits \$7,000 Services and Other Operating Expenditures	

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

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 Priorities: 3, 6

Local Priorities:

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 Measureable 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 increased 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 increased 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 increase by 10% from the previous 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

2016 CHKS Survey satisfaction (grades 7, 9 and 11) :
 CHKS Survey satisfaction :
 54% on Feeling Safe
 29% on Academic Motivation (Motivation)
 9% on Meaningful Participation (Satisfaction)
 13% on Connectedness (Encouragement)
 20% on Caring Relationship (Treatment)

2017 CHKS Survey satisfaction (grades 5, 7, 9 and 11) :
 61% on Feeling Safe
 36% on Academic Motivation (Motivation)
 10% on Meaningful Participation (Satisfaction)
 22% on Connectedness (Encouragement)
 28% 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)

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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)

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)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Source	0	0	
Budget Reference	0	0	

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00 \$10,000.00 Total=\$20,000.00	\$20,000	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures	\$5,000 Books and Supplies \$15,000 Services and Other Operating Expenditures	

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

as a parent advocate.

as a parent advocate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$107,691	
Source	Funding Sources: LCFF Base (0000)	LCFF Supplemental/Concentration	
Budget Reference	2000-2999: Classified Salaries	\$77,162 Classified Personnel Salaries \$30,529 Employee Benefits	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.4 Continue to provide recognition of Certificated and Classified staff members at Board meetings

4.4 Continue to provide recognition of Certificated and Classified staff members at Board meetings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,050.00 \$1,050.00 Total=\$2,100.00	\$2,000	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	4000-4999: Books and Supplies	\$2,000 Books and Supplies	

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

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 Priorities: 1

Local Priorities:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher assignments and credentials	100 % of teachers are Highly Qualified	Maintained 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	Maintained 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 met Williams Certification standards	All schools and facilities will meet Williams Certification standards	All schools and facilities will meet Williams Certification standards

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/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.

5.1 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 using incentive bonuses when needed for specific positions that are in high demand.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500.00 \$2,500.00 Total=5,000.00	\$11,000	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	1000-3999 Salaries and Benefits	\$9,130 Certificated Personnel Salaries \$1,870 Employee Benefits	

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

5.2 Ensure that probationary I and II teachers participate in the Tri County BTSATCIP program and Probationary II teachers will clear their credential as required by the State.

2018-19 Actions/Services

5.2 Ensure that probationary I and II teachers participate in the Tri County BTSATCIP program and Probationary II teachers will clear their credential as required by the State.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,004.00	\$6,747	
Source	LCFF Supplemental (0000)	LCFF Supplemental/Concentration	
Budget Reference	1000-3999 Salaries and Benefits	\$5,600 Certificated Personnel Salaries \$1,147 Employee Benefits	

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

5.3 Purchase standards-aligned instructional materials.

2018-19 Actions/Services

5.3 Purchase standards-aligned instructional materials.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000.00 \$25,000.00 Total=\$50,000.00	\$73,676	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	4000-4999: Books and Supplies	\$73,676 Books and Supplies	

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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 Actions/Services

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 that support blended learning.

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$52,461.00
 \$52,461.00
 Total=104,922.00

\$306,694

Source

LCFF Supplemental (0000)
 LCFF Concentration (0000)

LCFF Supplemental/Concentration

Budget Reference

4000-4999: Books and Supplies

\$37,197 Classified Personnel Salaries
 \$19,155 Employee Benefits
 \$203,310 Books and Supplies
 \$47,032 Capital Outlay

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

5.5 Provide adequate, ongoing transportation to ensure student success.

2018-19 Actions/Services

5.5 Provide adequate, ongoing transportation to ensure student success for transportation to home, educational field trips and sports activities.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00 \$10,000.00 Total=\$20,000.00	\$135,000	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	5000-5999: Services and Other Operating Expenditures	\$135,000 Services and Other Operating Expenditures	

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

5.6 Seek and obtain additional funding as needed to improve instruction, learning and facilities through grant-writing.

5.6 Seek and obtain additional funding as needed to improve instruction, learning and facilities through grant-writing.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$7,500.00 \$7,500.00 Total=15,000.00	\$15,000	
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures	\$15,000 Services and Other Operating Expenditures	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Estimated Supplemental and Concentration Grant Funds: \$
3,694,490.00

Percentage to Increased or Improved Services: 26.1%

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

Percentage to Increase or Improve Services

Williams Unified School District is focusing on district-wide 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 district-wide 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.

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.

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

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

The services we are looking at improving and increasing schoolwide are:

- 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 Literacy Specialist 1.75 FTE (.75 FTE 4/6 Coordination of Support/Interventions; .5FTE TK-1 Direct Support Intervention). [Williams Primary & Upper Elementary Schools]
- Increase socio-emotional services via (1FTE) 4th-12th grades [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 PK & 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 for students (English Learners) & Migrant Camp (McKenny-Vento Act)

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Estimated Supplemental and Concentration Grant Funds:
\$3,694,490.00

Percentage to Increase or Improve Services

Williams Unified School District is focusing on district-wide 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 district-wide 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.

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

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

The services we are looking at improving and increasing schoolwide are:

- Improve Music Programs that are Culturally Relevant - .79 FTE Music instructor. [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 SAT/AP-TESTING [Williams Jr./Sr. High School]

- Increase Intervention support via a Literacy specialist 1.25 FTE (.75 FTE 4/6 Coordination of Support/Interventions; .5 FTE TK-1 Direct Support Intervention). [Williams Primary & Upper Elementary Schools]
- Increase mental health services via (1FTE) 4th-12th grades [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 PK & 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 for students (English Learners) & Migrant Camp (McKenny-Vento Act)