2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Williams Unified School District
CDS Code:	06616220000000
LEA Contact Information:	Name: Bill Cornelius Position: Superintendent Email: bill.cornelius@williams.k12.ca.us Phone: 530-473-2550
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$15,678,200
LCFF Supplemental & Concentration Grants	$4,318,453
All Other State Funds	$1,790,614
All Local Funds	$281,520
All federal funds	$718,506
Total Projected Revenue	$18,468,840

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$19,244,758
Total Budgeted Expenditures in the LCAP	$4,528,817
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,401,120
Expenditures not in the LCAP	$14,715,941

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$2,808,921
Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,530,815

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-917,333
2020-21 Difference in Budgeted and Actual Expenditures	$-278,106

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Fund Budgeted Expenditures not included in the LCAP consist of the costs associated with providing the core program including but are not limited to the salary and benefits of staff such as teachers, administrators, clerical staff, custodial staff, District office staff, etc. and costs to operate and maintain the facilities such as the electricity, water, sewer, garbage, insurance, etc.

The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	Williams USD is planning to use the Expanded Learning Opportunities grant to increase or improve services by providing supplemental instruction and support: 1) Expanding instructional learning loss and credit recovery opportunities to include before, after-school and during vacation breaks 2) Provide additional aide support in classes to lower student numbers allowing more teacher/aide timer per student 3) Review and implement barriers to learning support systems 4)Cover technology costs for students who may still be on distance learning 5)Providing additional support for credit recover, increase student participation in the Dual Enrollment classes with Woodland Community College, and to review and implement other possible solutions that would best meet the needs of our students 6) Increase staffing in both the elementary schools (TK-6) and the Junior High School (grades 7-8) to lower class sizes and to provide additional support that would assist with student learning 7) Review best practices and implement a plan to address the social-emotional and academic needs of our students
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	For actions with substantive differences between the planned actions and/or budgeted expenditures in the 2020-21 Learning Continuity Plan the explanation for what was implemented and/or expended on those actions are explained in the annual update section of the 2020-21 Learning Continuity and Attendance Plan.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Williams Unified School District

CDS Code: 06616220000000

School Year: 2021-22

LEA contact information:
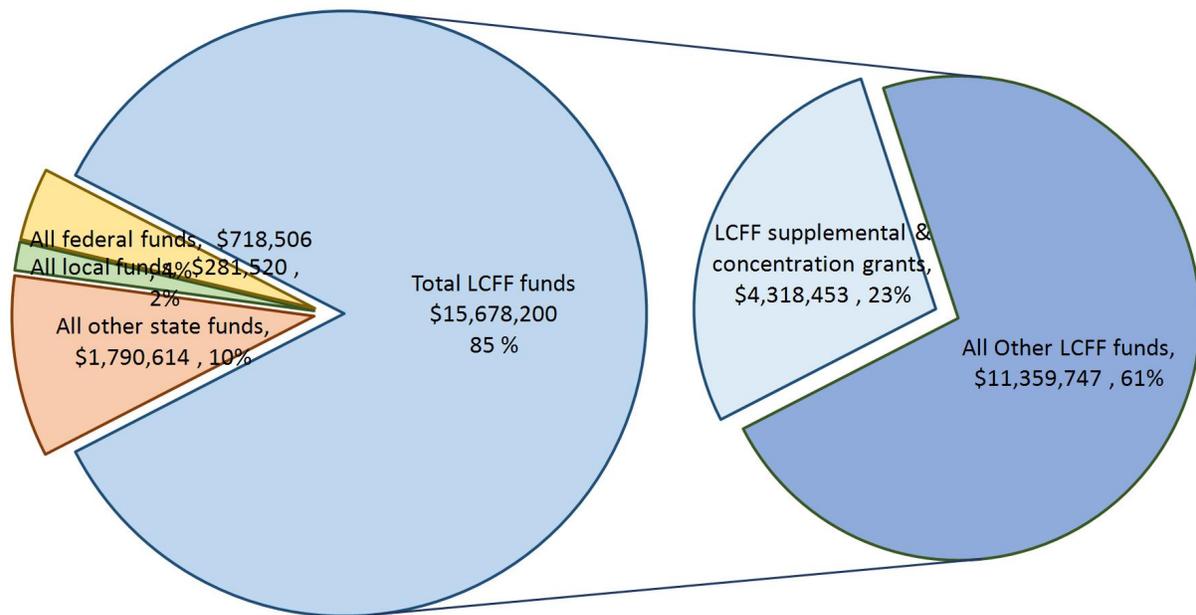
Bill Cornelius

Superintendent

bill.cornelius@williams.k12.ca.us

530-473-2550

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $718,506

All local funds, $281,520, 2%

All other state funds, $1,790,614, 10%

Total LCFF funds $15,678,200 85 %

LCFF supplemental & concentration grants, $4,318,453, 23%
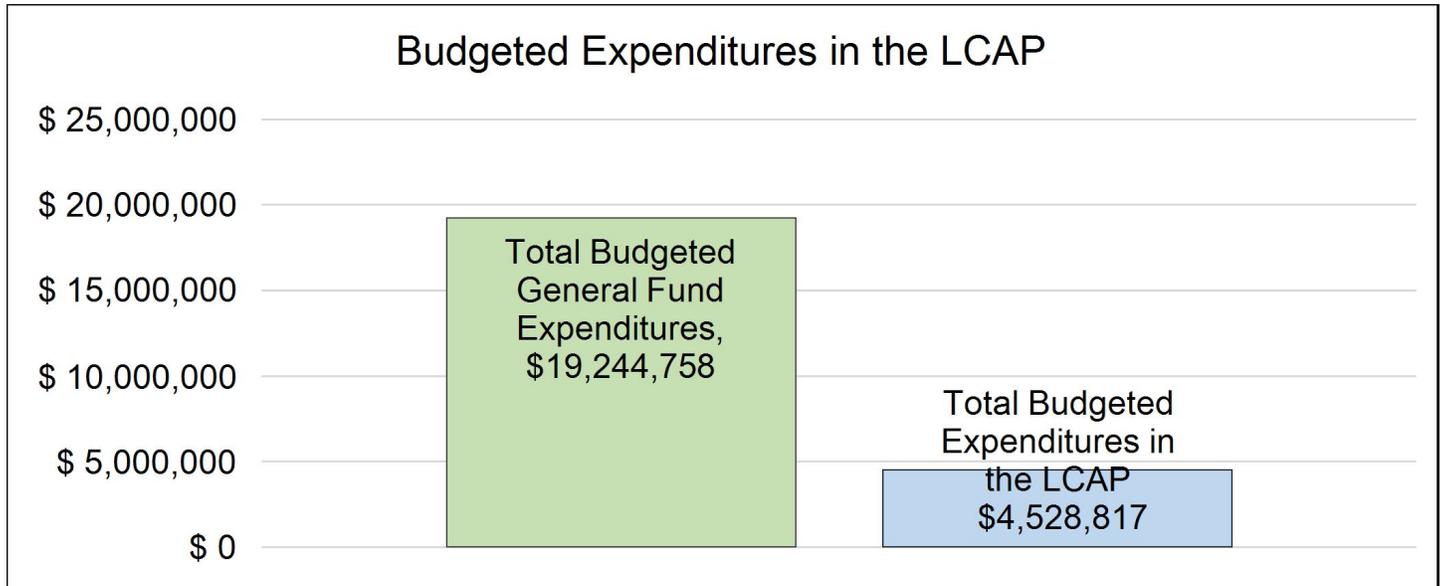
All Other LCFF funds, $11,359,747, 61%

This chart shows the total general purpose revenue Williams Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Williams Unified School District is $18,468,840, of which $15,678,200 is Local Control Funding Formula (LCFF), $1,790,614 is other state funds, $281,520 is local funds, and

$718,506 is federal funds. Of the $15,678,200 in LCFF Funds, $4,318,453 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 25,000,000	
$ 20,000,000	
$ 15,000,000	Total Budgeted General Fund Expenditures, $19,244,758
$ 10,000,000	
$ 5,000,000	Total Budgeted Expenditures in the LCAP $4,528,817
$ 0	

This chart provides a quick summary of how much Williams Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Williams Unified School District plans to spend $19,244,758 for the 2021-22 school year. Of that amount, $4,528,817 is tied to actions/services in the LCAP and $14,715,941 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budgeted Expenditures not included in the LCAP consist of the costs associated with providing the core program including but are not limited to the salary and benefits of staff such as teachers, administrators, clerical staff, custodial staff, District office staff, etc. and costs to operate and maintain the facilities such as the electricity, water, sewer, garbage, insurance, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Williams Unified School District is projecting it will receive $4,318,453 based on the enrollment of foster youth, English learner, and low-income students. Williams Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Williams Unified School District plans to spend $3,401,120 towards meeting this requirement, as described in the LCAP.
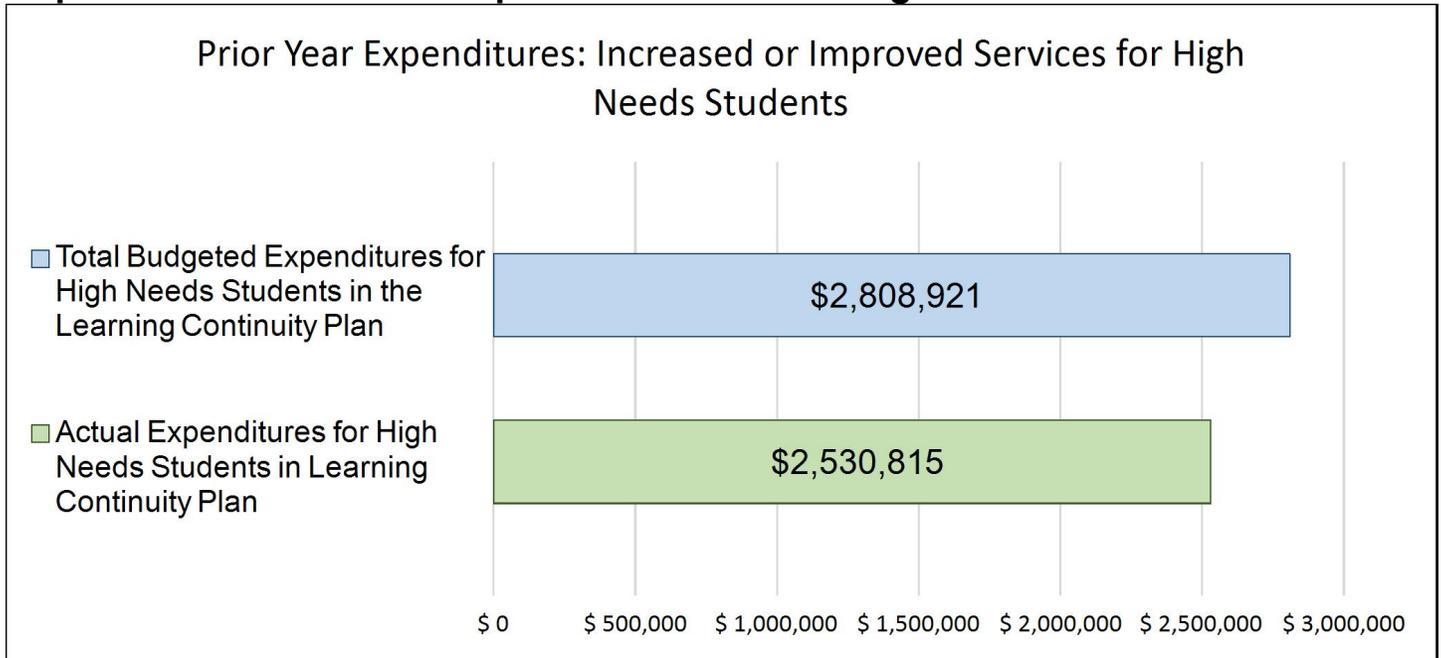
Williams USD is planning to use the Expanded Learning Opportunities grant to increase or improve services by providing supplemental instruction and support:
1) Expanding instructional learning loss and credit recovery opportunities to include before, after-school and during vacation breaks
2) Provide additional aide support in classes to lower student numbers allowing more teacher/aide timer per student
3) Review and implement barriers to learning support systems
4)Cover technology costs for students who may still be on distance learning

5)Providing additional support for credit recover, increase student participation in the Dual Enrollment classes with Woodland Community College, and to review and implement other possible solutions that would best meet the needs of our students

6) Increase staffing in both the elementary schools (TK-6) and the Junior High School (grades 7-8) to lower class sizes and to provide additional support that would assist with student learning

7) Review best practices and implement a plan to address the social-emotional and academic needs of our students

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $2,808,921

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $2,530,815

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

This chart compares what Williams Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Williams Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Williams Unified School District's Learning Continuity Plan budgeted $2,808,921 for planned actions to increase or improve services for high needs students. Williams Unified School District actually spent $2,530,815 for actions to increase or improve services for high needs students in 2020-21.

For actions with substantive differences between the planned actions and/or budgeted expenditures in the 2020-21 Learning Continuity Plan the explanation for what was implemented and/or expended on those actions are explained in the annual update section of the 2020-21 Learning Continuity and Attendance Plan.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Williams Unified School District	Bill Cornelius Superintendent	billcornelius@williams.k12.ca.us 530-473-2550

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that:
- is based on state standards;
- is aligned 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: Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 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 **19-20** 100% of students will have access to a broad course of study via the curriculum utilized for instruction. **Baseline** All students have access to a broad course of study via the curriculum utilized for instruction.	In 2019/20, 100% of our students continued to have access to a broad course of study via the curriculum utilized for instruction for most of the school year. In order to make the curriculum more accessible to English learners and students with special learning needs, the Sobrato Early Academic Language (SEAL) model, which was first implemented in 2017-18 at Williams Primary Elementary, continued to be implemented in 2019-20. In addition, SEAL was extended to the Upper Elementary (4th-6th grades). The SEAL model emphasizes the use of strategies that are language rich and activity-based. This approach helps English learners and students with exceptional needs to more fully access the grade level content, to demonstrate their strengths and to build upon them.

Expected	Actual
	GLAD professional development was provided at the Jr./Sr. High. The use of GLAD strategies at 7-12th grade facilitates all students' access to the rigorous content in their standards-based courses. These strategies especially support English learners' access to grade level curriculum and instruction. In March, 2020, our schools closed for in-person learning due to COVID19. The district provided teachers with professional development through Modern Teacher, began addressing digital access needs of students when they existed and implemented a distance learning program designed to continue students' access to a broad course of study.
Metric/Indicator English Language Arts (3-8) California School Dashboard **19-20** Improved ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report for Williams Primary ES and Williams Upper ES; however, significantly dropped in grades 7-12 at the Williams Jr./Sr. High School. **Baseline** 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	Districtwide ELA performance on the CAASPP increased by 10.3 points from previous school year. Also, the performance of individual student groups increased by the following number of points: + 10.3 points: All Students + 4.3 points: Students with Disabilities + 4.3 points: English Learners + 10.1 points: Hispanic + 10.2 points: Socioeconomically Disadvantaged ELA performance on the CAASPP changes from previous school year by school for ALL students and individual Student Groups: Williams Primary Elementary School: ELA performance on the CAASPP decreased by 15.1 points from previous school year. Also, the performance of individual student groups decreased by the following number of points: 15.1 points: All Students 12.2 points: English Learners 14.7 points: Hispanic 17.1 points: Socioeconomically Disadvantaged

Expected	Actual
	Williams Upper Elementary School: ELA performance on the CAASPP decreased by 9.2 points from previous school year. Also, the performance of performance of the following individual student groups decreased: 9.2 points: All Students 10.3 points: English Learners 8.9 points: Hispanic 11.0 points: Socioeconomically Disadvantaged However, Students with Disabilities increased by +7.3 points over the prior year. Williams Jr./Sr. High School: ELA performance on the CAASPP increased by 43.5 points from previous school year. Also, the performance of individual student groups increased by the following number of points: + 43.5 points: All Students + 36.6 points: English Learners + 43.0 points: Hispanic + 46.7 points: Socioeconomically Disadvantaged *Source: 2019 California School Dashboard
Metric/Indicator Mathematics (3-8) California School Dashboard **19-20** Improved Math performance for individual Student Groups as reported on the California School Dashboard Math Assessment Report for	Districtwide Math performance on the CAASPP decreased by 8.5 points from previous school year. Also, the performance of individual student groups decreased by the following number of points: 8.5 points: All Students 7.0 points: Students with Disabilities 13.7 points: English Learners 9.1 points: Hispanic 8.9 points: Socioeconomically Disadvantaged Math performance on the CAASPP changes from previous school year by school for ALL students and individual Student Groups:

Expected	Actual
Williams Primary ES and Williams Upper ES; however, significantly dropped in grades 7-12 at the Williams Jr./Sr. High School. **Baseline** 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	Williams Primary Elementary School: Math performance on the CAASPP decreased by 20.4 points from previous school year. Also, the performance of individual student groups decreased by the following number of points: 20.4 points: All Students 19.0 points: English Learners 20.8 points: Hispanic 20.8 points: Socioeconomically Disadvantaged Williams Upper Elementary School: Math performance on the CAASPP decreased by 26.7 points from previous school year. Also, the performance of individual student groups decreased by the following number of points: 26.7 points: All Students 13.4 points: Students with Disabilities 26.7 points: English Learners 27.5 points: Hispanic 26.7 points: Socioeconomically Disadvantaged Williams Jr./Sr. High School: Math performance on the CAASPP increased by 20.6 points from previous school year. Also, the performance of individual student groups increased by the following number of points: + 20.6 points: All Students + 13.0 points: English Learners + 20.2 points: Hispanic + 21.5 points: Socioeconomically Disadvantaged *Source: 2019 California School Dashboard
Metric/Indicator English Learner Progress (K-12) California School Dashboard (Which includes progress toward English Proficiency and Reclassification)	Low - 44.2% *Source: 2019 California School Dashboard EL Progress Report

Expected	Actual
19-20 Continue to improve English Learner Progress as reported on the California School Dashboard ELA Assessment Report. **Baseline** English Learners Yellow Status: Low (+64.3%) Change: + 2.2 %	
Metric/Indicator Daggett System for Effective Instruction (DSEI) Survey & Rubrics **19-20** Due to changes in staffing try to maintain in the Emerging. **Baseline** Beginning Level	The DSEI survey results: 2017-18 Beginning stage 2018--19 Emerging stage 2019-20 Data are not available. The spring 2020 DSEI survey was not completed due to impact of COVID-19.
Metric/Indicator 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. **19-20** 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.	Due to the impact of COVID-19, no annual review of PD related to reclassification was conducted. All 4-6 grade teachers and new TK-3 teachers participated in SEAL launch in 2018 as expected. TK-1 SEAL model was implemented in 2019 & 2020 but not all units were fully developed. This unit development work will continue into the coming year. 2nd/3rd grade teachers completed SEAL trainings as expected in Fall 2019 and 4-6 grade teachers participated in SEAL Year 1 PD in the Fall 2019. Due to impact of COVID-19, Spring 2020 SEAL trainings for 4th - 6th teachers were postponed. They were modified to virtual PD and were rescheduled for 2020-21.

Expected	Actual
All 4-6 grade teachers will participate in SEAL Year 1 PD in Fall 2019 & Spring of 2020. **Baseline** Site administrators have participated in PD related to reclassification process. TK, K & 1st teachers participated in SEAL launch professional development in Spring of 2017.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10.000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $397.70
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.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $61,325	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,056.08 3000-3999: Employee Benefits LCFF Supplemental and Concentration $440.38 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $61,383.20
1.3 Continue to provide teachers (including Special Education teachers) with professional development related to English Language Arts (ELA), English Language Development (ELD), use of best practices/strategies that enable English Learners to access curriculum aligned with the	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $137,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $3,722.68

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
State Standards (Common Core State Standards (CCSS) for English Language Arts/ELD, Literacy, Math & Next Generation Science Standards (NGSS). Use SEAL in PK-6 and GLAD for grades 7-12.		3000-3999: Employee Benefits LCFF Supplemental and Concentration $732.95 4000-4999: Books And Supplies LCFF Supplemental and Concentration $10,066.07 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $69,496.55
1.4 Implement a (.79 FTE) culturally relevant music program that does not impact the AM core instructional day in grades 4-6 & implement the PE Catch program (TK-6) through a yearly scheduled grade-level teacher collaboration time for Physical Education in the PM part of the day. Include the Music & PE programs in the ASES (K-8) and ASSETS (9-12) after school programs.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $56,660 3000-3999: Employee Benefits LCFF Supplemental and Concentration $20,336	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $56,662.40 3000-3999: Employee Benefits LCFF Supplemental and Concentration $20,508.69
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 PK12 Interpreter/Translator Pathway by integrating SEAL PK6 in partnership with Colusa County Office of Education.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $15,010 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,457	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $14,924.33 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,278.02
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.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $88,372 3000-3999: Employee Benefits LCFF Supplemental and Concentration $29,145	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $88,377.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration $29,459.51
1.7 Integrate and provide Special Education services and staff to align and integrate services, as well as improve outcomes of this particular scholar subrgoup in the areas of ELA, Mathematics & Student	Tuition LCFF $1,040,707	7000-7439: Other Outgo LCFF $886,454.60

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Discipline. Include teacher sin PD and systems that will monitoring and support SPED scholars.		
1.8 Provide Literacy & CCSS implementation supports as follows: • Direct support to students with identified needs via job-embedded coaching and coordination of Blended Learning for a Balanced-Reading block of (60 minutes) (PK-1 = .5 FTE; 2-5 = .5 FTE & gr. 6 - .25 FTE). Each FTE is combined a .5 FTE SEAL job-embedded Coaching & Support. This support includes the use of Blended Learning tools such as Renaissance Learning/MyOn/AR/STAR/Imagine Learning & I-Lit ELL.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $157,961 3000-3999: Employee Benefits LCFF Supplemental and Concentration $43,883 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $27,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $158,168.25 3000-3999: Employee Benefits LCFF Supplemental and Concentration $43,713.64 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $29,140.40

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds that were budgeted for the Model Schools Conference and professional development that did not take place due to COVID-19 were used to purchase instructional materials for students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes
The district continued in 2019-2020 to strengthen curriculum and instruction district-wide.

At the elementary school level, all new K-3 teachers participated in SEAL professional development and the school continued to refine the implementation of the SEAL model PK-3. The Dual Language Immersion program was extended to serve TK-1st students. At the upper elementary school, 4-6 teachers participated in SEAL professional development. All of the module training sessions were completed for the year except the last one which was cut short due to the COVID-19 school closure. The Jr./Sr. High School continued to implement Achievement Data Teams (ADTs). Teachers/administrators commented that it was a valuable process and requested it continue to be implemented in future years.

In order to develop and support instructional effectiveness to improve student achievement, the district continued implementation of

the Daggett System for Effective Instruction, facilitating a coherent focus across the entire district (organizational leadership, instructional leadership, and teaching). Collaboration was fostered by this approach to curricular improvement and professional development for staff members, including the Assessment Data Team process and the Daggett system.

The district response to the crisis created by the Covid-19 pandemic was decisive and effective as it moved to anticipate and address potential roadblocks to implementation of distance and hybrid learning. District administrators quickly worked with local telecom providers to expand Internet access for households without access and provided professional development for staff on effective use of technology and instructional approaches for distance learning. Support systems were developed for parents and students to help them navigate the use of technology, so that students would be able to continue learning. Protocols and contingency plans were developed for eventual use by the district when it was safe to return to hybrid and full in-person learning.

Implementation of the activities listed under this goal helped us build a more effective instructional program and to mitigate some of the impact of COVID-19 related learning loss. Our districtwide efforts to: maintain a coherent focus on instructional effectiveness; provide effective reading and literacy instruction; meet the needs of English learners and special needs students through academic language development; continue the implementation of SEAL and GLAD strategies; provide collaborative professional development; and to use data to inform instruction resulted in continued improvement in English language arts (ELA) districtwide for all student subgroups including students with disabilities, English learners, Hispanic students and socioeconomically disadvantaged students. (Source: 2019 California School Dashboard).

The SEAL professional development provided at the elementary level and professional development related to GLAD strategies was viewed by teachers and administrators as having a positive effect on instruction. Also, professional collaboration related to instructional issues was viewed by teachers/administrators as highly important. This included ADTs in 7th-12th grades at Williams Jr./Sr. High School and grade level collaboration (e.g. collaboration related to implementation of SEAL) at the PK-6 levels. Comments from staff indicate a desire to continue the focus on professional development especially in the areas of ELA, ELD, small group instruction, etc. Staff members at all schools indicated a desire to continue coaching support for professional learning and to continue ongoing collaboration among department/grade level teams, e.g., ADTs, etc. Also, it was suggested that the district should ensure that teachers receive appropriate PD related to the implementation of newly adopted materials.
While we wait for current year test scores, we anticipate that these investments will continue to increase student achievement in ELA, as evidenced by gains on state CAASP results in future years.

Challenges
Although ELA performance on the CAASPP increased districtwide for all student groups, math performance declined from the previous year.
The disruption of the school year by Covid-19 forced the district to focus time and resources on a response to the pandemic, which resulted in portions of planned actions being postponed or cancelled in spring 2020. The shift from classroom to online instruction caused a decline in attendance and created challenges for teachers, students and parents. These challenges included how to continue to provide students with some grade level learning while the shift was made to distance learning.
Actions in response to the pandemic beginning in March, 2020 included the following related to curriculum and instruction:

- 2-week instructional packets delivered to students/parents in March. This gave time for planning/arranging of distance learning and other technology-based learning.
- Posting of learning resources on district and school web sites.
- Professional development for teachers related to online learning, including Zoom, Google Meet, Google apps, Master Teacher, playlists, etc.
- Design of an on-line distance learning program.
- Implementation of the distance learning program while continuing to provide learning packets for students who were still unable to access the online program.
- Development of a plan to expand Internet access to all families in the district (see Goal 5).

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: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rate (9 - 12) California School Dashboard **19-20** Increase to Green status as reported by the California School Dashboard. **Baseline** All students - Blue Status: Very High (96.5%) Change: Increased Significantly + 11.9 %	2018-19: 98.9%* 2019-20: 94.8%** *Source: California School Dashboard **CDE used a different method to calculate 2019/20 graduation rate . 2019-20 results are not comparable to 2018/19 data.
Metric/Indicator College/Career Indicator California School Dashboard **19-20** Continue to show improvement in the College/Career Indicator of the California School Dashboard. **Baseline** College/Career Levels Prepared: 1.6% Approaching Prepared: 14.5%	2017 (Baseline): Prepared: 1.6%; Approaching Prepared: 14.5% Not Prepared: 83.9% 2019: Prepared: 42.5% Approaching Prepared: 14.9% Not Prepared: 42.5% 2020: Prepared: 56.8% Approaching Prepared: 7.4%

Expected	Actual
Not Prepared: 83.9%	Not Prepared: 35.8% *Source: College/Career Measures Reports & Data, California School Dashboard
Metric/Indicator Percentage of Students Successfully Completing A-G Courses **19-20** Maintain percentage higher than state average **Baseline** 53.4%	2017: 53.4% (Baseline) 2019: 60% 2020: 81.5% *Source: College/Career Measures Reports & Data, 2019 California School Dashboard Year
Metric/Indicator Number of Students Taking AP Exams and Percentage Passing AP Exams **19-20** Taking: Increase by 10% over prior year Passing: Increase by 5% **Baseline** Taking: 58 Passing: 48.3%	2017 (Baseline): Taking: 58 Passing: 28 (48.3%) 2019 Taking: 80 Passing: 54 (67.5%) 2020 Taking:45 Passing:15 (33.3%) *Source: DataQuest AP Annual Testing Reports (2019 & 2020) Due to the impacts of COVID-19 fewer students took the AP exams in 2020. Also, the format of the exams was changed to a 45minute online exam which could have impacted the rate of passing.
Metric/Indicator Percent of students participated & demonstrated college preparedness in Early Assessment Programs **19-20**	Preparedness in Early Assessment Programs 2016: 61% Ready for College EAP in English 2019/20: No data are available at this time.*

Expected	Actual
Continue to increase the percent of students participating and demonstrating college preparedness in EAP **Baseline** 61% Ready for College EAP in English in 2016.	Due to the impact of COVID-19 no CAASPP data are available on the School Dashboard . In the future, these data will be collected at the site level. *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator Pupil Outcomes. Percent of students participating in a CTE course **19-20** Goal is to complete a third and fourth CTE course sequence **Baseline** 265 7th-12th grade students (50%) participated in CTE courses.	Number and percentage of 7th-12th grade students participating in CTE courses: 2017/18: 265 students, 50% (Baseline) 2018/19: 288 students, 51%. Completed Pathway: 3 2019/20: 219 students, 38% Completed Pathway: 9 *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator Increase Course Seats in Dual Enrollment annually. **19-20** 2019-2020 = 310 Dual Enrollment Course Seats **Baseline** 2012-2013 = N/A Dual Enrollment Course Seats 2013-2014 = 30 Dual Enrollment Course Seats 2014-2015 = 72 Dual Enrollment Course Seats 2015-2016 = 108 Dual Enrollment Course Seats 2016-2017 = 146 Dual Enrollment Course Seats 2017-2018 = 289 Dual Enrollment Course Seats 2018-2019 = 139 without Spring	2012-2013 = N/A Dual Enrollment Course Seats (Baseline) 2013-2014 = 30 Dual Enrollment Course Seats 2014-2015 = 72 Dual Enrollment Course Seats 2015-2016 = 108 Dual Enrollment Course Seats 2016-2017 = 146 Dual Enrollment Course Seats 2017-2018 = 289 Dual Enrollment Course Seats 2018-2019 = 133 without Spring *Source: Data Accountability Dept., Williams Unified School District

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Maintain the Block schedule, continue to design a student-driven Master Schedule, and increase access to courses (including AG courses) that support college and career readiness. Utilize pre--period buyouts 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.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $335,490 3000-3999: Employee Benefits LCFF Supplemental and Concentration $110,427 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $30,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $338,572.10 3000-3999: Employee Benefits LCFF Supplemental and Concentration $109,370.95 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0
2.2 Continue to develop/implement Career Pathways at the secondary level via an Internship Coordinator (1 FTE) to support the work.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $54,288 3000-3999: Employee Benefits LCFF Supplemental and Concentration $27,769	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $53,656.14 3000-3999: Employee Benefits LCFF Supplemental and Concentration $21,549.26 4000-4999: Books And Supplies LCFF Supplemental and Concentration $75.30
2.3 Design/expand/improve and implement a student-driven program of electives/c-curricular activities that support AVID, Sports, CTE, Art, Music, Etiquete, Basic Life Skills and Essential learnings for Career & College Readiness.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $296,373 3000-3999: Employee Benefits LCFF Supplemental and Concentration $109,837	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $313,023.84 3000-3999: Employee Benefits LCFF Supplemental and Concentration $108,080.80 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,508.51 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Supplemental and Concentration $410.25
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.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $50,273.97 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $85,004.84
2.5 Continue to support Advanced Placement/SAT testing costs, as needed.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,968.00
2.6 Implement a Summer Academy for 1st 12th grades providing college course offerings, credit recovery, English Language Development, enrichment courses, etc.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $59,797 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $11,563 3000-3999: Employee Benefits LCFF Supplemental and Concentration $16,187 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,453	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $25,159.70 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $17,605.17 3000-3999: Employee Benefits LCFF Supplemental and Concentration $8,545.72 4000-4999: Books And Supplies LCFF Supplemental and Concentration $542.21 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,377.34

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for the masters program teacher incentive program were not used as two teachers were actively engaged in their masters program. The funds were used to purchase supplies and services for the digital media careers pathway program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strengths
The district has successfully implemented all of the actions related to this goal including a virtual summer school program in 2020, despite the challenges posed by Covid-19.

The graduation rate remains high. Williams Unified continues to graduate 94.8% of our students, a rate higher than the statewide graduation rate of 84.3%. The high school has growing numbers of students taking A-G courses, enrolled in Career/Technical Education programs and in Dual Enrollment courses. The College/Career Indicator shows a continuing increase in the percentage of students who are "prepared", increasing from 1.6% in 2017, to 42.5% in 2019, to 56.8% in 2020.
*Source: College/Career Measures Report & Data, California School Dashboard

The Jr./Sr. High School stakeholders including teachers, administrators and students generally supported maintaining the block schedule at the school, recognizing that it enabled programs to become more oriented to student needs and providing the flexible time for students to pursue college preparatory, dual enrollment and CTE options. Students, parents and educators viewed the expansion of opportunities for middle/high school students to participate in programs related to Career Pathways, Career/Technical Education, and college preparation (A-G requirements, dual enrollment in college level coursework, AVID, etc.) was a major accomplishment and requested that these types of opportunities be further developed. The Summer Academy was also viewed quite positively. Parents and students specifically requested that it be continued.

We continue to strive to ensure that all students graduate and are prepared to participate in the 21st century workforce. By implementing the activities related to this goal, students have been provided with educational experiences that will help them develop the necessary skills to enter a college or career.

Challenges
Covid-19 presented challenges to the district to provide services beyond the basic instructional program. This necessitated a rethinking of ways to provide services. The virtual summer school is a successful example of a creative response to this need.

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: Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate -California School Dashboard **19-20** Maintain Green or Blue ratings for All students and subgroups **Baseline** 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%	2018: All Students:4.3% (Baseline) 2019: All Students: 6.5% 2020: All Students: 7.1% *Source: California School Dashboards,2018 & 2019; DataQuest 2019-20 Suspension Rate Report
Metric/Indicator Expulsion Rate **19-20** Maintain rate **Baseline** 0%	2018: 0% Expulsion Rate (Baseline) 2019: 0% 2020: 0% *Source: Data Accountability Dept., Williams Unified School District

Expected	Actual
Metric/Indicator Middle School Dropout Rate **19-20** Maintain rate **Baseline** 0% Dropout Rate	2018: 0% Dropout Rate (Baseline) These data or not available on the School Dashboard. No middle school dropout data for 2019-20 are available at this time. *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator High School Dropout Rate **19-20** Improvement in Dropout Rate Indicator over prior year until 0% **Baseline** .5% Dropout Rate	2017-18: 3 Dropouts (Baseline) 2018-19: 0 Dropouts 2019-20: 4 Dropouts *Source: DataQuest : 2019-20 Four Year Adjusted Cohort Outcome
Metric/Indicator Attendance Rates **19-20** Maintain the school attendance rate above 94.7% **Baseline** School attendance rate - 94.7%	2017-18: 94.53% School Attendance Rate (Baseline) 2018-19: 95.09% School Attendance Rate 2019-20: 94.79% School Attendance Rate (Data only through school month 7 due to COVID-19 closure) *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator Chronic Absenteeism Rates **19-20** Improvement in Chronic Absenteeism Rate over prior year **Baseline** All Students: 5.5% in 2016-17	2018-19: 12.3% Absenteeism Rate 2019-20: Data are not available in DataQuest *Source: DataQuest : Chronic Absenteeism Rate
Metric/Indicator English Language Arts (3-8) - California School Dashboard **19-20** Student Groups:	2018: ELA Performance of Student Groups All Students Group - Orange, 68 points below standard Hispanic-Yellow English Learners-Red Socioeconomically Disadvantaged-Red Students with Disabilities-Red

Expected	Actual
Improve ELA performance for individual Student Groups as reported on the California School Dashboard ELA Assessment Report. **Baseline** 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	2019: ELA Performance of Student Groups All Students Group-Yellow, 56.2 points below standard Change over previous year: - Increased +10.3 points Hispanic-Yellow English Learners-Yellow Socioeconomically Disadvantaged-Yellow Students with Disabilities-Orange *Source: California School Dashboard,2018 & 2019
Metric/Indicator Mathematics (3-8) - California School Dashboard **Baseline** 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 Learner - Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - Red	2018: Mathematics (3-8) Performance of Student Groups All Students Group - Orange, 78 points below standard Hispanic-Orange English Learners-Orange Socioeconomically Disadvantaged- Orange Students with Disabilities-Orange 2019: Mathematics (3-8) Performance of Student Groups All Students Group-Orange, 85.3 points below standard Change over previous year: - Declined 8.5 points Hispanic-Orange English Learners-Orange Socioeconomically Disadvantaged-Orange Students with Disabilities-Red

Expected	Actual
Hispanic - Yellow	*Source: California School Dashboard,2018 & 2019

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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, Antibullying and Peace Builders.	4000-4999: Books And Supplies LCFF $1,066 5000-5999: Services And Other Operating Expenditures LCFF $32,934	4000-4999: Books And Supplies LCFF Supplemental and Concentration $309.15 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $525.00
3.2 Support a positive school climate and culture thorough theuse of tools for collaboration and support such as Multi- Tiered Support Systems (MTSS), Lifeskills & Lifelong Guidelines, PBIS, etc. Implement tiered intervention programs to support individualized academic support including Saturday School and After School Interventions. (2.0 FTE Teachers)	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $187,409 3000-3999: Employee Benefits LCFF Supplemental and Concentration $60,946 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,390	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $160,639.49 3000-3999: Employee Benefits LCFF Supplemental and Concentration $54,947.19 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $14,805.06 4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,541.49
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.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $63,754	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $62,524.75

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration $24,175	3000-3999: Employee Benefits LCFF Supplemental and Concentration $24,163.11
3.4 Maintain the Learning Center, inclduing extended day & weekend program hours, to provide students TK-12 with academic support through Tutors & Interns that include AVID and LAS Internships.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $34,050 3000-3999: Employee Benefits LCFF Supplemental and Concentration $3,584	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $46,112.51 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,827.24
3.5 Develop a Literacy Focused Support Program for students with identified needs. This program will be staffed by trained Interns who will work unders supervision of the Internship Coordinator.	0	0
3.6 Continue to provide access to Footsteps 2Brilliance which provides parents and students with literacy support at school and at home. (Funded through Colusa County Office of Education).	0	0
3.7 Provide coordinated support services to English Learners including identification and formal reclassification processes embedded in an EL Master Plan that is developed and utilized by all, monitored and organized by the District EL/SIG/FPM administrator (30% FTE).	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $37,207 3000-3999: Employee Benefits LCFF Supplemental and Concentration $11,022	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $33,942.36 3000-3999: Employee Benefits LCFF Supplemental and Concentration $10,177.67
3.8 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 (grades 4-6) at the Williams Upper Elementary • 3 days per week (grades 7-12) at Williams Jr./Sr. High School	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $110,651 3000-3999: Employee Benefits LCFF Supplemental and Concentration $45,250	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $106,637.52 3000-3999: Employee Benefits LCFF Supplemental and Concentration $42,898.80

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.9 Provide nursing services through a consultant and Health Specialist Interns to all district schools. In addition, provide drug detection and free drug testing to students with identified needs.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $55,100	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $29,250

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for the Leader In Me training which did not occur were used to allow our student interns additional time and training in their respective placements. Additional student interns were also added.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strengths
All planned activities were implemented. The areas of greatest accomplishment included:
- A Multi-Tiered System of Supports was established at the Jr./Sr. high school in conjunction with the Leadership Team. This group met weekly to develop support options for students.
- Saturday School and tutoring opportunities for students in need of additional support and online interventions during the spring quarter. Saturday School provided in-person support for students unable to connect to the Internet from their homes during the COVID-19 school closure.
- The district contracted for EduNet services, credit recovery and dual enrollment programs as on-line alternatives for students, beginning in spring 2020.
- Extensive support was provided to students in the areas of literacy and math. Hiring of literacy TOSAs and Learning Support Specialists had a very positive impact according to stakeholder input.
- Learning Support Specialists provided initial counseling and referrals to County Mental Health and local providers, connecting students to wrap-around services. This continued and intensified after the pandemic started, due to increased need.

With regard to academic support and interventions, stakeholders (including educators, parents and students) called for a full-time Learning Support Specialist at each site to coordinate and lead the further development of site learning centers.

There were also suggestions that more focus be placed on the use of Lifeskills & Lifelong Guidelines, stating that there were too many different social skill type programs (e.g., Leader in Me, PBIS, PeaceBuilders, etc.) being used in the district.

Addressing socio-emotional needs is an important part of helping students maximize their potential in school as well as in the

community. Williams Unified remains committed to this goal. We expect these sorts of activities to contribute to high attendance rates, low dropout rates and improved academic performance.

Challenges
- Stakeholders called for more focus on the use of Lifeskills & Lifelong Guidelines, stating that there were too many different social skill type programs (e.g., Leader in Me, PBIS, PeaceBuilders, etc.) being used in the district.
- The shutdown of the schools in March and the urgent need for planning and rapid implementation of distance learning took precedence over activities related to this goal during April-June 2020. However, as noted above, many critical efforts in this area continued during the spring months and had positive effects.

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: Priority 3: Parental Involvement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of parents participating in the annual Parent Survey, includes parents of unduplicated pupils and individuals with exceptional needs. **19-20** The number of parents responding to the annual survey will increase by 10% from the previous year. **Baseline** 25 parents responded to the spring survey in 2017.	The number of parents participating in the annual Parent Survey, includes parents of unduplicated pupils and individuals with exceptional needs. 2017-18: 25 parents responded to the spring survey. (Baseline) 2019-20: 22 parents responded to the spring survey. *Source: Data Accountability Dept., Williams Unified School District
Metric/Indicator 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 **19-20** 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. **Baseline** 15 parents report being satisfied with communication from their school.	The number of parents reporting satisfaction with the communication from their school on the annual Parent Survey:. 2017-18: 15 parents reporting satisfaction. (Baseline) 2019-20: 21 parents reporting satisfaction. *Source: Data Accountability Dept., Williams Unified School District

Expected	Actual
Metric/Indicator Attendance/participation in district-sponsored Parent Programs, including parents of EL, Special needs and socio-economically disadvantaged students. **19-20** Parent participation in district sponsored parent programs will increase by 10% from the previous year. **Baseline** 20 EL parents participated in district sponsored parent programs during the 2016-17 school year.	2016-17: 20 EL parents participated in district sponsored parent programs during the school year. (Baseline) 2019-20: 35 parents participated regularly as members of school and district level decision-making committees including: 6 Williams Elementary (SSC & ELAC) 5 Williams Upper Elementary (SSC & ELAC) 12 Williams Jr./Sr. High School (SSC & ELAC) 6 Migrant Parent Advisory Committee 6 District English Learner Advisory Committee
Metric/Indicator Student surveys on Safety and School Connectedness **19-20** Increase % of student satisfaction on CHKS Survey from prior year in : Feeling Safe Academic Motivation (Motivation) Meaningful Participation (Satisfaction) Connectedness (Encouragement) Caring Relationship (Treatment) **Baseline** 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)	Secondary CHKS: Summary of Key Indicators Meaningful Participation Grade 7: 28% Grade 9: 19% Grade 11: 34% Connectedness Grade 7: 53% Grade 9: 49% Grade 11: 52% Academic Motivation Grade 7: 67% Grade 9: 66% Grade 11: 61%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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)	0	0
4.2 Continue to seek ways to increase engagement of parents and caregivers through parent outreach, educational conferences, classes such as Project Inspire, Parent College, Family Leadership Institute and the use of the Parent Center. Parent engagement should include teacher/staff partnerships, community building activities, and events that include other organizations and officials communicating and engaging with our parents. Include all parents, particularly parents of our supplemental and concentrated groups (English Learners, Socio-Economically Disadvantaged & Special Education).	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $42,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $19,893.82 4000-4999: Books And Supplies LCFF Supplemental and Concentration $916.79 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,374.63 3000-3999: Employee Benefits LCFF Supplemental and Concentration $144.60
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.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $62,860 3000-3999: Employee Benefits LCFF Supplemental and Concentration $30,273	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $43,626.04 3000-3999: Employee Benefits LCFF Supplemental and Concentration $20,949.61 4000-4999: Books And Supplies LCFF Supplemental and Concentration $152.15 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $142.58

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.4 Continue to provide recognition of Certificated and Classified staff members at Board meetings	4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $347.10 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,716.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented in this goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strengths
All actions related to this goal were fully implemented but were modified in spring 2020 due to the impact of COVID-19.
Beginning in March the district moved quickly to expand internet access to as many families as possible (see Goal 5) so that students would be able to access distance learning programs and so that parents would be able to continue participating in parent advisory and decision-making committees via Zoom.
The Family Resource Center provided a wide variety of services to families including a Parent Resource Hotline. During the COVID-19 school closure, the Family Resource Center staff served as a point of contact for the community, providing critical bilingual hot-line support to families needing school related information, referral to community resources, and tech support to families having trouble with distance learning access and other technology related issues.
Communication among home, school and community stakeholders also was enhanced by the district's effective use of the Williams Unified School District website as way to communicate news and plans for continuing schooling, especially during the COVID-19 closure.

Parent engagement results, in part, from proactive district and school initiatives to reach out to parents in ways that increase their level of information about the schools and their programs, and actively involve parents in their child's schooling. The activities under this goal helped ensure engagement between schools and families. Stakeholder groups expressed support for a continuation of all activities related to this goal. Parents expressed support especially for translation services and the activities through the Parent Center and Family Resource Center.

Challenges

In order to focus on providing Internet access to as many families as possible, and to support parents as well as students with online learning, the Family Resource Center, Tech TOSA and other district personnel provided outreach and assistance including the following:

- Developed a manual for parents on how to use Google Classroom;
- Provided training on the use of the district's technology applications;
- Served as a hotline and point-of-contact for services to parents;
- Provided phone support to parents and students;
- Sent phone messages and social media announcements;
- Provided Grab and Go food pickup, with accompanying training packets for parents and students.

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: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teacher assignments and credentials **19-20** Maintain 100% Highly Qualified **Baseline** 100 % of teachers are Highly Qualified	Teachers who meet Highly Qualified (HQT) definition based on credentials and assignments: 2018-19: 100% Highly Qualified (Baseline) 2019-20: 5 Teachers without full credential
Metric/Indicator Williams Certification **19-20** Maintain 100% access to standard-aligned materials **Baseline** 100% of our students will have access to standards- aligned core instructional materials	2019-20: 100% of our students will have access to standards- aligned core instructional materials per Williams Act Board resolution 05-091219.
Metric/Indicator Improved facilities and Infrastructure **19-20** All schools and facilities will meet Williams Certification standards **Baseline**	2019-20 Ratings based on FIT and SARC reports: Williams Elementary School - Good Williams Upper Elementary - Good Williams Jr./Sr. High School - Good Mid Valley Continuation School - Fair

Expected	Actual
All schools and facilities will meet Williams Certification standards	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,700 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $300	4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,393.75 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,039.51
5.2 Ensure that probationary I and II teachers participate in the Tri County BTSA/TCIP program and Probationary II teachers will clear their credential as required by the State.	0	0
5.3 Purchase standards-aligned instructional materials to insure all students have access to core and supplemental materials, including library books for classrooms and school libraries.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $50,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $25,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $67,226.05 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $49,347.88
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.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $37,689 3000-3999: Employee Benefits LCFF Supplemental and Concentration $22,446 4000-4999: Books And Supplies LCFF Supplemental and Concentration $4,874 5000-5999: Services And Other Operating Expenditures LCFF	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $37,312.56 3000-3999: Employee Benefits LCFF Supplemental and Concentration $20,644.02 4000-4999: Books And Supplies LCFF Supplemental and Concentration $14,196.18 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $50,000 6000-6999: Capital Outlay LCFF Supplemental and Concentration $35,000	Supplemental and Concentration $97,510.99 6000-6999: Capital Outlay LCFF Supplemental and Concentration $13,396.45
5.5 Provide adequate, ongoing transportation to ensure student success for transportation to home, educational field trips and sports activities.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $135,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $84,972.00
5.6 Seek and obtain additional funding as needed to improve instruction, learning and facilities through grant-writing.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $7,500.00 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $7,500.00	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $20,110.30 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions for this goal were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strengths
All the planned actions with regard to this goal were fully implemented.
Stakeholders expressed support for the activities under this goal. Students especially supported the hiring of a diverse group of staff.
Improvements to the schools' infrastructure were recognized and suggestions were made regarding future infrastructure needs.
In addition to implementation of the actions related to this goal, intensive planning and implementation of activities to increase access to technology throughout the community were undertaken in spring 2020 due to the impacts of COVID-19.
The activities related to this goal are foundational for high quality instruction in adequate facilities with access to 21st century tools,

such as advanced technology. The district made a successful response to the onset of the pandemic precisely because it was able to build and adapt its infrastructure rapidly to meet the challenge.

Challenges
The district developed a three-stage plan to increase Internet access so that all students could have access to distance learning. It had become apparent that about 1/3 of district students were unable to participate in distance learning due to lack of access. Staff reached out to families to identify roadblocks to student participation. Actions to remediate identified conditions including the following were successful in increasing the number of students participating in distance learning:
- Phone calls, home visits and follow-up contacts to connect with and support families;
- Contracting with the local Internet provider (Frontier) to distribute modems in the community in order to provide Internet access to all families; and
- Contracting with a telephone service (Verizon) to provide cell phone hotspots for families in more distant areas of the district.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personnel role-changes that will occur as we implement Phase 2: Groups of 10 or smaller, with enhanced health protocols and safety measures (for students experiencing or at risk of experiencing significant learning loss due to school closures). Services provided will be supervision of students engaged in their distance learning with their classroom teachers; additional tutoring provided; child-care provided for teachers and classified staff that may need this service while providing essential services. After school ASES & ASSETS staff who will provide extended program and support for these students, if needed.	$25,000	$25,000	Yes
Provide additional pay custodians who will need to stay longer to: clean and disinfect; modify classrooms for social distancing; perform additional services that will improve cleanliness; disinfecting; and safety/health screening services for our students and staff.	$30,000	$30,000	Yes
Purchase PPE equipment, supplies and materials for on-site students and staff during Phase 2, 3 and 4 of return to school in order to improve safety and to follow proper protocols consistent with county guidelines and state orders.	$50,000	$75,000	Yes
Provide additional overtime for bus drivers who will be providing additional transportation and health screening services while transporting students.	$50,000	$10,000	Yes
Rent/purchase storage area(s) for desks and equipment that will be removed temporarily (months unknown) to reduce furniture in classrooms that will be set up to allow for socially distancing of	$20,000	$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students during Phase 2 and 3, as listed above. This will support the implementation of expectations related to safety and social distancing in classrooms and dining areas.			
Purchase drinking water for students, washing stations, hand sanitizers for classrooms, signs with rules and expectations, and equipment to support social distancing on the playground for Phase 2 and 3 in order to increase safety for student cohorts.	$25,000	$40,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The District budgeted $50,000 to purchase PPE equipment, supplies and materials to improve safety and to follow protocols. The District is estimating the actual expenditures to be $75,000. The District purchased cleaning chemicals, electrostatic sprayers, masks, gloves face shields, hand sanitizer, thermometers etc.

The District projected the need for additional bus driver time in order to provide multiple bus runs due to social distancing requirements on the buses. Since the Jr/Sr High School did not open for in person instruction until March the need for bussing services was less than projected. Also the need for athletic bussing was less as the sports seasons were shortened.

The District expected the need to rent or purchase storage space to store the furniture removed from the classrooms. The District was able to store the items at the District facilities without the need to rent or purchase storage units.

The District budgeted $25,000 to purchase the items needed to support social distancing at the school sites. The District is estimating the actual expenditures to be $40,000. The items purchased includes multiple hand washing stations, hands free mounted hand sanitizer in every classroom and common use areas, signs with rules and expectations, directional signs, multiple canopies for health screening areas, etc.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes
The 2020-21 school year began on August 6, 2020 with instruction for all students through distance learning (remote). By September 21, 2020, approximately 140 "At-promise" students were being supported with their distance learning at their school sites, including 24 at Williams Elementary; 22 at Williams Upper Elementary and 93 at Williams Jr./Sr. High School.

By November 16, 2020, Tk-6 schools had moved to a hybrid learning model . Currently the schools are implementing the hybrid model with a total of 889 students attending in-person and 434 students remaining in distance learning districtwide. At the K-3 grade levels, this hybrid model provides in-person instruction in the mornings four days per week. Students work from home on their assignments in the afternoons and teachers provide intervention support remotely to individuals or small groups of students. At the 4th-6th grades, students attend in-person two days per week and participate in distance learning three days per week. As of March 22, 2021, 7th-12th grade students are attending in-person two days a week and are in distance learning three days per week. The district has not yet implemented full in-person learning.

The careful planning and early actions by the district, such as convening a Return2School Task Force of stakeholders during the spring months of 2020, provided a clear roadmap for safely reopening schools/ classrooms to hybrid and in-person learning. Task Force participants included parents, certificated staff, and classified staff. Task Force meetings remained open to new participants who wanted to join discussions throughout the entire course of meetings.

The result of this dialogue to ensure safety measures for students and staff while providing instruction was the Return2School plan which was presented to the Board. Additional outcomes included the development of health protocols to be followed and safety measures to be taken before students returned to school, as well as protocols and safety measures to be used when hybrid in-person learning began.

The district contracted with Modern Teacher, a teacher professional development platform, soon after schools closed in March due to the effects of COVID-19. Teachers were provided with upgraded devices and distance learning began on April 20, 2020. The IT Coach and Modern Teacher consultant provided all teachers and site administrators with two weeks of staff development to support distance learning instruction. This training included: understanding what synchronous & asynchronous online learning is; developing playlists at beginning, Intermediate and advanced levels (lesson plans); learning how to use Learning Management System, Google Suite, Zoom & Google Meet. The trainings helped our teachers learn to prepare and use playlists for distance learning. In addition, they provided teachers with training on how to connect with students on-line through approaches that involve real-time interaction (synchronous) and uploaded pre-recorded or independent task interactions (asynchronous). Teachers also connected with students and parents via e-mail, text and/or phone calls. During these two weeks, site office staff and administrators distributed one-to-one devices for distance learning to students in need. All of these actions laid the foundation for our smooth transition to the hybrid in-person model.

The professional development that took place related to distance learning in the summer of 2021 continues to be evident as schools implement hybrid in-person learning. Administrator feedback is that they have noticed an increase in teachers' use of technology compared to teaching in pre COVID-19 times. They also state that there has been an increase in the levels of teacher comfort and expertise when using technology during in-person teaching and in distance learning.

Staff members at all schools indicated a desire to continue receiving coaching support for professional learning and to continue ongoing collaboration among department/grade level teams. Teachers also see the value of cross grade level articulation meetings and Dual Immersion teachers feel that protected time for collaboration regarding program-specific topics is important.

Challenges

Plans were developed, necessary equipment was purchased, professional development was provided, protocols were established and ongoing communication with our community stakeholders was initiated. These were all essential before implementing the hybrid model and returning to limited in-person learning. All of this was necessary but also proved to be challenging for all district staff members as they navigated changing COVID19 -related conditions and requirements.

Due to Colusa County entering into the Purple tier in December, the Jr/Sr High School was not able to move into Hybrid In-Person. The district received clearance to move forward in mid-March and the students returned to campus on March 22.
The age of secondary facilities also provided challenges due to the size of many of the classrooms. In order to follow the social distancing guidelines for student desks in the classroom, administrators had to use non-traditional spaces (multi-purpose room, counseling center, etc) for instruction once the schools moved to hybrid in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Development & implementation of a Three Phase Plan to provide safe and reliable home internet connectivity to all of our students (91% SED community). The first phase was to work with Frontier to provide Internet connectivity ($49.99 monthly) and, where they could not, to provide Verizon Cell Hotspots ($29.99 monthly).	$303,898.00	$250,000	Yes
Purchase and provide 1-1 devices (TK-3 Chromebooks ($69,000); 4-6 HP Stream Laptops ($120,000) & PC Laptops for 7-12 ($325,000) Purchasing 1-1 devices for our students, allowed all of our students to access technology.	$514,000	$308,125	Yes
Update switches, servers and IDFs from our mainframes as part of e-rate, in order to better handle increased Internet traffic. This update improved our network and made our Wi-Fi traffic function more effectively.	$9,214	$9,317	Yes
Provide increased services and support to our families, students and staff by changing roles and increasing staffing times at the Family Resource Center/Parent Center during the entire pandemic period.	$80,000	$76,256	Yes
Purchased PPE supplies and equipment to improve cleaning and sanitization of our facilities during this COVID-19 pandemic.	$50,000	$50,000	Yes
Improved the level of access and use of our student curriculum by providing TK-12 e-books across content areas in order to minimize textbook handling and possible exposure of COVID-19 for our students and staff. E-teacher Guides were also purchased if teachers did not have them, in order to improve access through on-line versus hard copies.	$150,000	$145,000	Yes
Contracted with Google Suite, Zoom, Lever-Ed, Imagine Learning, Renaissance Learning and HMH Wonders/Maravillas for MLS and software that could improve and increase student access to resources during Distance Learning. Purchased additional instructional tools and resources to support online instruction, including a learning	$75,000	$150,657	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
management system, elementary social science and science curriculum e-books.			
Contracted with Modern Teacher, SEAL, GLAD, AVID and other groups to provide professional development in order to improve distance learning provided by our teachers.	$60,000	$45,000	Yes
Purchased newer laptop devices for teachers in order to improve their productivity in distance learning.	$95,000	$141,351	Yes
Increase IT TOSA/Coaches from 1 FTE to 3 FTE in order to increase the level of support to teachers and provide additional technical support. Also to implement and oversee a Virtual Academy for students who will participate in distance learning all year, due to parent requests.	$320,000	$340,117	Yes
Increased the level of transportation due to increased bus trips because of social distancing guidelines, resulting in limited seating.	$20,000	$0	Yes
Increased level of staffing and overtime in MOT due to increased cleaning and sanitizing, as well as needing to provide specialized PPE clothing and protective supplies for MOT.	$30,000	$25,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The District budgeted to provide home internet connectivity for all students who needed it. Due to the service area need the District provided multiple options such as Edunet, Verizon cell phone hotspots, T Mobile hotspots, Frontier internet connectivity, Kajeet hot spots, etc. The estimated actual expenditures is less than the budgeted amount.

The District budgeted to provide 1-1 devices for our students. The District purchased 650 Chromebooks for student use.

The District budgeted to purchase software programs for our students to use in the amount of $75,000. The need for electronic programs and electronic curriculum was greater than expected. The District purchased multiple programs and electronic curriculum estimated to be $150,657.

The District budgeted to purchase new laptop for all teachers. The District purchased 105 new laptops for all teachers and administrators and clerical staff. The cost was $141,351.

The District did not have transportation expenditures during the distance learning program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The 2020-21 school year started on August 6, 2020 with instruction for all students through distance learning (remote). By September 21, 2020, approximately 140 "At-promise" students were being served at their schools, including 24 at Williams Elementary; 22 at Williams Upper Elementary and 93 at Williams Jr./Sr. High School. By November 16, 2020 the schools moved to a hybrid learning model with a total of 889 students attending in-person and 434 students remaining in distance learning.

Continuity of Instruction
Successes
The plan for distance learning supported continuity of instruction by placing the classroom teacher at the core of the process. Distance learning was conducted by the student's classroom teacher. This enabled each teacher to get to know their students and know what they were working on in each subject area. This meant that there would be little disruption to teaching and learning as they moved to different instructional settings, from distance learning to hybrid learning, as the COVID-19 related restrictions changed.
Also, the district has promoted research-based instructional approaches, including SEAL (Pk-6) and GLAD and AVID at the middle/high school levels. This gave teachers a common set of skills and a common professional perspective which enabled good communication and coordination of effort.
Another important contributor to the continuity of instruction was that teachers continued to collaborate on curriculum and instruction via Zoom virtual team meetings. This type of collaboration also included Achievement Data Team meetings to discuss student assessment results.
Challenges
For several of the secondary courses continuity of instruction was a challenge due to the nature of the course. Lab classes and some CTE courses require hands on activities. Teachers modified the curriculum to provide alternate options.

Access to Devices and Connectivity
Successes
The district began to work on issues related to access to devices and connectivity in March 2020, developing a plan to expand connectivity throughout the community by joining a Colusa County Office of Education sponsored effort to provide Internet access to all Colusa County schools (EduNet) and working with Telco providers (Frontier and Verizon) to provide reliable Internet connectivity to students' homes through purchase of modems and hotspots. 1-1 devices (Chromebooks & laptops) and other necessary tech equipment were purchased for students in need so that all students could connect virtually. Approxiately 1200 - 1300 Windows laptops and Chromebooks were provided to students. In addition, the following hotspots were ordered for students:

Edu Net: Purchased 215 routers currently in production 69.
Verizon: Purchased 200 hotspots currently in production 177.
T-Mobile: Purchased 250 hotspots currently in production 172.
Challenges
Consistent connectivity was an ongoing challenge for many students even with the of internet devices that were provided due to inconsistent reliable telecommunications service. In the Spring of 2021, modifications were made to the cell tower in Williams which did improve the connectivity, especially for students residing at the migrant camp within the district boundaries.

Pupil Participation and Progress
Successes
The design of the district distance learning program includes specific elements that allow for monitoring and evaluation of student participation and progress. These include a daily warm-up activity, daily contact with the teacher through synchronous instructional time, completion of asynchronous assignments, participation in individual "check-ins" with the teacher and/or virtual individual or small group intervention support sessions, etc. At the secondary level, breakout group discussion sessions were also included.
In addition, student engagement was monitored though a centralized tracking system that also facilitated the communication of student/family needs to all applicable sites. All parent communications are logged into the district student management information system, AERIES. The district Attendance Supervisor worked with Attendance Auditors to establish an attendance verification system using AERIES that met California attendance requirements, per COVID guidelines. This system was aligned with distance learning protocols for teachers and students.
Challenges
Some district families experienced housing challenges due to financial impacts of COVID. As a result, they relocated out of the district but did not notify the district. Connectivity/pupil participation was a challenge due to their change of residence, despite staff efforts to conduct home visits.

Distance Learning Professional Development
Successes
All teachers received two weeks of professional development related to distance learning in the spring of 2020. This course included introductions to all the major pieces of the suite of applications they would need to use to conduct distance learning, as well as management software to monitor student work and learning. Additional TOSAs were assigned to work with teachers on curriculum implementation and problems with use of technology. Teachers expressed the desire to continue receiving support from the coaches related to the use of technology, GLAD and SEAL strategies. They state that this support was valuable. SEAL staff members supported our district in the transition to distance learning. They analyzed the SEAL strategies and updated the SEAL modules that were implemented in our in-person program to make them more appropriate for use in our distance learning program format. The revised modules are based on best instructional practices in synchronous and asynchronous learning. Then, our SEAL coaches were provided with professional development on the revised modules and made them available to district teachers. SEAL teachers and coaches stated that they appreciated the work that SEAL staff did to adapt the modules to distance learning. Teachers were also provided with Modern Teacher and Google Bootcamp and teachers of dual enrollment courses received CANVAS training through Woodland Community College.

Challenges

Some district families experience housing challenges caused by financial impacts due to COVID-19. As a result, they relocated out of the district but did not notify the district. Despite staff efforts to conduct home visits and assist with connectivity/pupil participation, it was a challenge due to their change of residence.

Staff Roles and Responsibilities

Successes

There have been a number of impacts that have affected staff roles and responsibilities as a result of COVID-19.

1. Roles and responsibilities for Campus Supervisors and Para-Educators have changed based on skills to:

a) Assist and provide support in the Family Resource & Parent Center, working with and supporting parents who need help with technology, hotspots, on-line enrollment;

b) Provide health screening temperature checks following specified protocols, and screen all personnel, parents, students and visitors who come on campus;

c) Assist with making parent phone calls regarding students who are not logging in, attending or participating in distance learning;

d) Assist in making wellness or follow-up home visits for students who are not participating in distance learning.

2. Food Service workers had to change their work hours and roles in order to provide meals for our students. Based on need, they arrived as early as 4:00 AM to prepare and provide meals for students throughout the school closures, and continue to do so during the 2020-21 school year.

3) Our office staff and site administrators have been providing essential services. They have disseminated laptops or Chromebooks to our students while following health and safety protocols aligned with county public health guidelines and state orders.

4) Our Internship Coordinator and our District Liaison have overseen the Family Resource Center and the LEA phone hotlines to provide necessary support, ongoing communication and services to our families, students, and staff. They have also collaborated with partnering agencies, distributed 1:1 devices, modems and hotspots and met in-person with parents to provide essential support services.

5) Our District Office staff has rotated to provide essential services and ongoing communication to our district staff and community and to plan for school closures, summer learning, distance learning and return to school.

Challenges

As more students returned to in-person learning, the district experienced difficulty hiring additional campus supervisors to provide supervision and maintain safety measures. The reduction in applicants for these positions was due to COVID-19 related concerns and childcare issues.

Supporting Pupils Who Have Unique Needs

Successes

To meet the needs of foster and homeless youth, our district works closely with the Colusa County Office of Education (CCOE) through participation in the Executive Advisory Council and in the CCOE-sponsored professional development related to serving these youth. We also use the Foster Focus to quickly identify new foster youth to the community and our liaisons expedite their enrollment in school. In addition, an assessment of their need for 1:1 devices and technology support is expedited so that they can participate in distance learning as quickly as possible.

Students with exceptional needs are supported to meet their goals as identified in their Individualized Learning Plan (IEP) through instructional methods, materials, resources and technology. Professional development for staff was designed to support instruction during distance learning and to meet the needs identified in the IEP process.

To meet the needs of English learners, low income students and foster youth, teachers implement integrated units in their playlists that are aligned with the grade-level standards, include embedded activities to support social-emotional learning and include the use of SEAL strategies that are appropriate for use in the distance learning model. The district also provides our students with access to supplemental distance learning and online software such as Imagine Learning Reading and Math, Footsteps2Brilliance, etc.

Our district has provided staff development related to the State Board of Education's Policy and EL Roadmap. Per this policy, English learners are provided with designated and integrated English language development. SEAL and GLAD strategies are especially designed to support English learners and low income students. Students with exceptional needs, foster youth and students experiencing homelessness also benefit from these approaches that make the content more accessible to all. The increased levels of staff outreach that occurred in 2020-21 to ensure that students and families received the information and support that they needed was outstanding.

Bilingual communication (i.e. interpretation at meetings, phone calls by Spanish-speaking staff members, translation of websites, parent guides to technology use, newsletters, and the district's use of social media) assisted the families of English learners to access services and support their children to participate during distance learning.

Challenges
The greatest challenge has been one of ensuring that students attend school regularly, whether in the distance learning or the hybrid model. Many families have been impacted by financial difficulties which have affected student attendance. Regular outreach efforts to students and families by teachers, classified staff, Family Resource Center and Parent Center staff, liaisons and administrators have helped, but this continues to be a challenge.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providing access to and use of all of our applicable supplemental software programs like: Imagine Learning Reading & Math; Footsteps2Brilliance; LeverEd Math; Math-Shelf; Drawp for School; Seesaw; etc. is an action that will help increase learning outcomes for targeted subgroups.	$99,000	$119,343	Yes
Providing Summer Virtual Academy is an action used to mitigate learning loss and/or accelerate learning gains for students who participate. This service will help increase student outcomes in Reading, Language and/or Mathematics.	$110,000	$110,000	Yes
Providing a Learning Support Specialist for PK-6 and another for 7-12 will help improve students' concentration and focus on learning. These Support Specialists will address students' social and emotional needs and offer "wrap-around" support to connect students and families to community resources. This will help to address anxiety, depression and other mental health issues. In addition, these credentialed counselors train, supervise and support interns who also provide socio-emotional support services to our students.	$156,289	$289,478	Yes
Teachers are asked to use the strategy of providing student choice in selecting and working on individual and group projects. These project need to be rigorous, relevant and engaging at higher order thinking levels. This enables students to engage and collaborate in meaningful ways to demonstrate understanding of the common core standard they are focusing on by producing a product or presentation that shows their knowledge and mastery as a weekly celebration of learning. This project helps students increase their mastery of Common Core Standards, helps them meet the English Language Development Standards and enables them to capture their growth through a Seesaw learning portfolio that tracks uploaded projects and presentations and allows them to be compared from the beginning of the year to end of the year. This is an improved way of showing gains	$62,000	$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
in academic mastery and academic language development through presentations. The costs here are for materials and the Seesaw portfolio purchase.			
Backpacks with school supplies will be purchased and provided to our Foster Youth/Homeless McKinney Vento students in order to increase their ability to have the supplies they will need to engage in project-based learning.	$500	$399	Yes
Expanded services provided by classified staff including transportation and other support services that can help mitigate learning loss. These services may include: supervision and oversight of students as they are brought back to campus; support to enable students to access the Internet and to enable them to use Internet learning resources; tutoring and informal supervision support.	$300,000	$145,787	Yes
Provide a District Liaison and Internship Coordinator to run the Parent Center and Family Resource Center where trainings, translation, and other support services can be provided, or referrals accessed, to students and families who are identified by the Student Success or PBIS teams.	$174,020	$144,985	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The District has two Learning Support Specialists on staff for entire school year. The budgeted amount for salary and benefits included the cost for only one position. The estimated actual expenditures is the estimated salary and benefits amount for both positions.

The District budgeted to purchase the Seesaw portfolio and materials for teachers to assign projects to their students. The District did not move forward with the purchase of the Seesaw portfolio and therefore there are no expenditures for this action.

Expanded services were provided by classified staff. However, the estimated actual expenditures are much less than budgeted for because the transportation needs were less than projected, the elementary after school program was offered for a shorter amount of time via online only and the Jr/Sr High did not provide in person instruction until March.

The District has both a District Liaison position and an Internship Coordinator position on staff. The Internship Coordinator position became vacant in March. Due to the position being eliminated for fiscal year 2021/22 the District chose not to rehire the Internship Coordinator position for the remaining portion of the fiscal year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes
There are two types of actions related to minimizing learning loss. The first is coordination of curriculum and instruction between the in-person model and the distance learning model. The discussions in earlier sections have shown how this type of coordination has been developed in Williams Unified. The students' teacher is the same, whether the student is participating in distance learning or in-person learning. Both models are structured around the same common set of grade level state standards, and make use of many of the same instructional materials, methods and strategies (for example, SEAL, GLAD, project-based learning, etc.). Common professional development has been provided to teachers at each grade span, TK-3, 4-6 and 7-12, that allows for increased collaboration and common planning of instruction to meet the needs of students.

The second way to reduce learning loss is to have a well-designed system for interventions in place for students who are at high risk for learning loss. Williams teachers met in grade level teams on a regular basis (Assessment Data Teams) to discuss assessments and student progress, and to plan next steps for support of student learning. All students take the STAR test in math and in reading three times per year. Students may be identified to receive extra help, either individually or in small groups, by the teacher, based on indicators of learning loss such as their performance on teacher assigned work, irregular attendance, and/or STAR test results. Teachers may also refer students to a bilingual Learning Support Specialist (PK-6 or 7-12) who designs a support plan to address the student's identified social-emotional needs. This may include referring students and families to community resources for additional support, depending on identified needs. Students may also be referred for academic support through the Student Success Team process or to Special Education services, as appropriate. These resources are available whether the student is in the distance learning model or attending in-person classes.

In addition, the district's virtual summer academy in 2020, Saturday schools during the 2020-21 school year and the planned summer school for summer 2021 will provide students with additional support in order to gain learning that may have been lost due to the impacts of COVID-19.
These support systems are designed to provide assistance to all students and to meet the needs of students identified as English learners, foster youth, low income students and students with exceptional needs.
Feedback from parents and students about the virtual summer academy experience was very positive and there is a desire to see the program repeated in-person, if conditions permit. With regard to academic support and interventions, stakeholders (including educators, parent and students) called for a full-time Learning Support Specialist at each site to coordinate and lead the further development of site learning centers.

Challenges

The greatest challenge has been one of ensuring that students attend school regularly, whether in the distance learning or the hybrid model. Regular outreach efforts to students and families by teachers, classified staff, Family Resource Center and Parent Center staff, liaisons and administrators have helped, but this continues to be a challenge.

End of Year (EOY) STAR data analysis indicated decreases at both elementary schools for students At or Above the target for Reading. The decreased percentages ranged from 25%-39% at WES and 1%-13% at WUES. For the Jr/Sr High School, 7-8th grade had minimal decrease 0%-2%, with the 9-11th grades showing a slight increase, 4%-8%. STAR Math EOY results (Gr.1-6) also indicated a decrease ranging from 8%-47% percent.

For the 7-12 students, grades in the academic course of study did not align to the End of Year STAR Reading results. One hundred-five (105) students attended a 1 week Intervention Boot Camp during spring intersession to prevent failing spring courses.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes
There are several district systems in place to monitor and support the mental health and social-emotional wellbeing of students and staff. A counseling referral process was developed this year to provide support to students PK-6 and 7-12 and an electronic Counseling Referral Form was been developed that expedites the process. Two Learning Support Specialists monitor student progress and wellbeing though check-ins and surveys. When they find that a student is struggling, or is in crisis, they take appropriate action to access increased district services or make a referral to other community support providers. Students who receive mental health services designated in their IEP continue to receive virtual services from the Colusa County Office of Education school psychologists.
SARB letters were not sent to families because the District's focus was on conducting wellness checks for students who were not engaged. The district implemented a family contact system utilizing the visitation tab in AERIES so that teachers, intervention staff and support staff could log in contacts. This allowed for sharing information about siblings that might be experiencing similar challenges among sites.
Colusa County Office of Education has assigned two Second Step program staff members to Williams Elementary school. The Second Step program provides a fully integrated framework for supporting elementary school students and promoting their social, emotional and academic success. It includes the following types of support: age appropriate lessons/curriculum; social-emotional learning support; bullying prevention; positive change in school culture and student behaviors; professional development for teachers; and parent education. This program provides support services related to mental health to our pre-school through third grade students, staff and parents. There was a total of 365 TK – 3rd grade students served with Second Step: there was a 42% improvement on Social Competence and School Adjustment, 40% increase in Teacher-Preferred Social Behavior, 43% increase in Peer-Preferred Social Behavior, and a 35% increase in Classroom Adjustment Behavior.

Teachers have participated in virtual professional development related to social-emotional learning topics such as pupil anxiety and/or personal compassion, fatigue and issues related to the different aspects of trauma. SEL lessons are implemented weekly in all classes and the mental health and social-emotional wellbeing of students is monitored. This is done though the use of check-in questions and surveys with reflective emojis that students select to indicate how they are feeling. The staff is monitored via Zoom check-in and by completing a bi-weekly wellness survey.

According to stakeholder input, Learning Support Specialists had a very positive impact, providing initial counseling and referrals to County Mental Health or other local providers and connecting students to wrap-around services. This continued and intensified after the pandemic started, due to increased need. With regard to academic support and interventions, stakeholders (including educators, parents and students) called for a full-time Learning Support Specialist at each site to coordinate and lead the further development of site learning centers.

Challenges

The greatest challenge has been one of ensuring that students attend school regularly, whether in the distance learning or in the hybrid model. Students who are not attending regularly begin to develop the need for even more social-emotional learning support. The issue of connecting with students and their families who are having difficulties that impact their attendance/learning, and then to providing resources or referrals to them, continues to be a challenge. Addressing this challenge has become a team effort with attendance clerks, teachers, classified staff, Family Resource Center and Parent Center staff, liaisons and administrators working collaboratively on a daily basis to address the challenge. There is a need to continue to develop a seamless multi-tiered system of supports to meet the needs of students who are having issues related to academic growth, behavior, social and emotional needs, and absenteeism.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes
The master schedule for each day has a time allocated for student check-ins that allows case managers to make contact with students who did not engage during the day. Also, the Learning Support Specialists, Intervention Specialist, Academic Counselor and site administrators track student engagement and provide tiered interventions to students who have missed instructional days during the week. These interventions may include home visits, phone calls, parent contacts, wellness checks, and collaboration with county agency partners for support services.
Implementation of the district-wide student-family contact log provides evidence as to the outreach of teachers, support staff (attendance, office, Intervention, Learning Support) and administrators to support students and their families. Communication was categorized by 1) Purpose: Attendance, Academics, Technology, SEL/Behavior; 2) Type of communication: In person conference with parent and/or student, phone call with parent and/or student, email, message (text/phone), phone no voicemail, and home visit. Contacts ranged from 162 to 3419. Due to the COVID delay for 7-12 students to return to campus, secondary staff maximized use of the system, conducting 274 home visits and holding 374 in-person parent conferences.

In order to focus on providing Internet access to as many families as possible, and to support parents as well as students with online learning, the Family Resource Center (classified and student interns), Tech TOSA(s) and other district personnel have provided outreach and assistance including the following:
- Developed a manual for parents on how to use Google Classroom;
- Provided training on the use of the district's technology applications;
- Served as a hotline and point-of-contact for services to parents;
- Provided phone support to parents and students with tech questions;
- Sent phone messages and social media announcements;
- Posted up-to-date news and announcements on the school and district websites.
The district also hired a liaison in December, 2020 to support migrant students and families. This staff member has been a valuable asset, providing resource information and orientation to our families that returned to Williams at opening of the Migrant Labor Camp in

April.

Challenges
Despite ongoing outreach and support to train parents on the use of Zoom and use of social media applications (Facebook, WhatsApp), participation in parent engagement activities (parent trainings, advisory committees, parent meetings/conferences) was greatly impacted. Parents expressed a feeling of disconnect even when participating via Zoom.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Williams Unified is approved as a "Community Eligible" Local Education Agency (LEA). As a result, the district serves free healthy meals to all students. Students attending in-person learning are provided hot breakfast and "Grab and Go" lunch pickup daily. Students in distance learning receive daily "Grab and Go" breakfasts and lunches.
Successes
Successes were providing a much needed service to our families. Providing food to families in need gives staff a positive purpose and makes us feel like we are making a difference during these troubling times.

Challenges
Challenges were significant at many levels. Trying to use up large amounts of bulk food that was intended for cooking was difficult. Having to package items in whatever container we can find and provide heating instructions to families. The hardest challenge was, and still is, trying to purchase prepackaged food items and packing materials. Getting grocery bags and getting gloves was very difficult at first. As the year progressed, we found ways to meet each challenge and provide meals to families. As a team, we found ways to overcome obstacles, which made us stronger. Our team, which normally is split in half, was working together in one kitchen for the first time. We had to create extra work areas and methods to achieve our goals. We are serving 50% fewer meals than a normal year.   Financially this has been very tough.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	There are no additional actions to include in this section	N/A		No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2020-21 Learning Continuity and Attendance Plan was crafted in such a way as to continue to address the five goals of the 2019-20 LCAP while providing the supports that were needed to allow our district to respond to the impact of COVID-19 on our families, staff and community. It was developed using the following guidance criteria: ensure the safety of all students and staff following state and local safety measures; maximize student engagement and student academic growth; provide support for social-emotional needs; provide supports for staff (coaching & professional development) and for parents (Family Resource Center and parent trainings); and assure operational and financial viability in these unprecedented difficult times.

While implementing distance and hybrid in-person learning program models, we have learned that we are more resilient than we ever thought we could be and that attention to the social-emotional needs of our students and staff is critical if we are going to meet our students' educational needs. We also have learned that we must be flexible and creative in order to meet the needs of our students and their families and to continue to engage with our community stakeholders.

Through the implementation of the Learning Continuity and Attendance Plan, teachers have received professional development and coaching related to how to adapt, enhance and/or modify their materials and methods to allow for use in the distance learning and hybrid models. Teaching and learning continues to align to the grade level common core state standards and district initiatives (SEAL, GLAD, etc.), whether students are in distance learning or the in-person hybrid models. This approach will ease the transition back to full in-person teaching and learning and to the implementation of the goals and activities that are outlined in the new LCAP in 2021-22. Based on the analyses of the 2019-20 LCAP, the 2020-21 Learning Continuity Plan and stakeholder input, the 2021-24 LCAP will carry forward the 2019-20 goals with little modification. Implementation of the 2021-24 LCAP goals, actions and services will address the academic and social-emotional needs of our students, including students who are English learners, students with disabilities,

socio-economically disadvantaged, homeless and foster youths, and allow us to engage all stakeholders in creating a safe, welcoming environment and learning experience for our students.
Implementation of our new LCAP goals and activities will allow us to continue building students' access to all elements of a broad course of study, will prepare our students for graduation and will provided them with the necessary knowledge and skills to enter a college and/or career.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In 2020-21, the district has focused on implementing actions and services that will minimize learning loss as schools shifted from in-person learning to distance learning due to the impact of COVID-19. This included providing devices, connectivity and tech support to students at their homes and providing support services related to students' social-emotional needs. However, despite our efforts, we know that learning loss has occurred.

As a district, we will continue to assess and address pupil progress and learning loss in several ways as outlined in our 2021-24 LCAP. Students, whether in distance learning or in-person learning, take the STAR Reading & Math assessments at the beginning, middle and end of the school year. This assessment is used to identify each student's grade level proficiency in reading and math and to monitor growth in these areas over the entire school year. Students in the Dual Immersion program are also assessed on the STAR reading assessment in Spanish. These STAR assessment results are also compared to prior year results for each student, which will be one indicator of learning loss that may have taken place.

Students participating in the distance learning model, are assigned Do Now or Warm-Up activities on a daily basis during synchronous instructional time. Teachers monitor the level and quality of student participation and identify students that may be struggling due to learning losses. In the afternoons, teachers have time built into their schedules to check-in on students and to provide struggling students with additional help or intervention support, independently or in groups. In this way, teachers monitor student learning loss that may begin to occur. Staff complete a student engagement log to verify student engagement and instructional minutes as well as to identify students who are at-risk of experiencing learning loss.

Our 2021-24 LCAP includes Goal 1, Actions 1 - 3 that relate to systems designed to help teachers assess and monitor student learning and work collaboratively in Assessment Data Teams (ADTs) to address any issues that are identified.

The 2021-24 LCAP also includes goals and actions to identify and address learning loss especially for pupils with unique needs including:
Low income students - Goal 1: Actions 4,9; Goal 2: Actions 1,2,4,5; Goal 3: Actions 2,3,4,5; Goal 4:Actions 2,3; Goal 5:Actions:1,4
English learners - Goal 1: Actions 4,6,9; Goal 2: Actions1,5; Goal 3: Actions 2,3,4,5,6; Goal 4: Actions 1,2,3; Goal 5: Actions 1,4
Students with disabilities - Goal 1: Actions 4,8; Goal 2: Actions 1,5; Goal 3: Actions 3,4,5; Goal 4: Action 2; Goal 5: Actions 1,4
Foster Youth and Homeless Youth: Goal 2: Actions 1,2,4,5; Goal 3: Actions 2,3,4 ,5,7; Goal 4: Actions 2,3; Goal 5: Actions 1,4

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

A description of substantive differences to action and /or services identified as contributing toward meeting the increased or improved services for In person instruction and Learning Loss, have been addressed in the perspective areas.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analyses of the 2019-20 LCAP, the 2020-21 Learning Continuity Plan and stakeholder input have informed the 2021-24 LCAP in that it is evident that the 2019-20 goals and many actions should be included in the new LCAP. Implementation of the 2021-24 LCAP goals, actions and services will address the academic and social-emotional needs of our students, including students who are English learners, students with disabilities, socio-economically disadvantaged, homeless and foster youths, and allow us to engage all stakeholders in creating a safe, welcoming environment and learning experience for our students.

Implementation of our new LCAP goals and activities will allow us to continue building students' access to all elements of a broad course of study, will prepare our students for graduation and will provide them with the necessary knowledge and skills to enter a college and/or career.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,934,730.00	3,712,420.90
	0.00	0.00
LCFF	1,074,707.00	886,454.60
LCFF Supplemental and Concentration	2,860,023.00	2,825,966.30

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,934,730.00	3,712,420.90
	1,040,707.00	0.00
1000-1999: Certificated Personnel Salaries	1,393,674.00	1,349,486.17
2000-2999: Classified Personnel Salaries	215,460.00	214,611.38
3000-3999: Employee Benefits	559,737.00	525,432.16
4000-4999: Books And Supplies	68,093.00	152,548.72
5000-5999: Services And Other Operating Expenditures	607,059.00	570,491.42
5800: Professional/Consulting Services And Operating Expenditures	15,000.00	0.00
6000-6999: Capital Outlay	35,000.00	13,396.45
7000-7439: Other Outgo	0.00	886,454.60

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source				
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	3,934,730.00	3,712,420.90
		0.00	0.00
	LCFF	1,040,707.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,393,674.00	1,349,486.17
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	215,460.00	214,611.38
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	559,737.00	525,432.16
4000-4999: Books And Supplies	LCFF	1,066.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	67,027.00	152,548.72
5000-5999: Services And Other Operating Expenditures	LCFF	32,934.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	574,125.00	570,491.42
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	15,000.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	35,000.00	13,396.45
7000-7439: Other Outgo	LCFF	0.00	886,454.60

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,681,866.00	1,479,982.45
Goal 2	1,069,184.00	1,137,724.10
Goal 3	668,538.00	597,301.34
Goal 4	137,133.00	89,263.32
Goal 5	378,009.00	408,149.69

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$200,000.00	$180,000.00
Distance Learning Program	$1,707,112.00	$1,540,823.00
Pupil Learning Loss	$901,809.00	$809,992.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,808,921.00	$2,530,815.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$200,000.00	$180,000.00
Distance Learning Program	$1,707,112.00	$1,540,823.00
Pupil Learning Loss	$901,809.00	$809,992.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,808,921.00	$2,530,815.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Williams Unified School District	Bill Cornelius Superintendent	billcornelius@williams.k12.ca.us 530-473-2550

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Williams Unified School District serves approximately 1,338 students from the rural, agricultural community of Williams and surrounding unincorporated areas of Colusa County. The District schools include: Williams Elementary School with an enrollment of 397 in TK--3rd grades; Williams Upper Elementary with 311 students in 4th - 6th grades, Williams Jr./Sr. High School with 609 students in 7th -12th grades and Mid Valley High (Continuation) serving 21 students.

The District student population is 96.2% Hispanic, 2.2% White, 1.1% Asian and .5% Other. 52.8% of our students are identified as English language learners, 93.3% are eligible for free or reduced lunch and about 10% are identified as migrant students. Williams USD serves students through Local Control Funding Formula monies, grants and other funding sources. These funds provide services focused on instruction, learning and the social--emotional well-b-eing of all students in our TK--12 programs. The Williams Unified School District went through a mid-year transition to an interim Superintendent. A new Superintendent is hired to start July 2021.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

- Graduation Rate. Williams Unified has a graduation rate that is higher than the statewide average. The 2019 rate of 94.8% placed it in the blue range on the California School Dashboard. The district remained in the green range or higher for the last three years of available Dashboard data (i.e., 2017, 2018 and 2019).
- Increased outreach to families and the community. In addition to efforts to ensure that families had access to the necessary technology for students to participate fully in distance learning, the district expanded the services offered through the Family

- Resource Center and the Parent Center. Additional staff members were assigned to maintaining contacts with families and connecting them with needed supports. These initiatives will continue in the 2021-24 LCAP.
- Multi-Tiered System of Supports (MTSS) is being developed in the district. This system is key to effective response to conditions that interfere with students' learning, including socio-emotional learning issues. The system has been utilized at Williams Jr./Sr. High and activities included in the 2021-24 LCAP will continue to expand the system districtwide.
- Successful implementation of SEAL, TK-6th grade, and the use of GLAD strategies in the Jr./Sr. high school. The district has provided staff development related to the English Learner Roadmap. SEAL and GLAD strategies are especially designed to support English learners and low income students. Students with exceptional needs, foster youth and students experiencing homelessness also benefit from these approaches that make the content more accessible to all.
- Achievement Data Teams (ADT). This process allows teacher teams to regularly review student performance data and collaborative develop plans for best next steps in instruction to maximize student learning.
- Expansion of options for students related to college/career readiness. The district focused on providing a range of options to students that will lead to college/career readiness. This included increasing opportunities for dual enrollment coursework, enrollment in A-G, advanced placement and CTE courses, and student internships.
- Improved student achievement in English language arts. The district score on the CAASPP test in English Language Arts improved by 10.3 points over the prior year. However, the score remained 56.1 points from the standard.
- Response to Covid-19 Challenges. Immediately after the Covid-related school closures in March 2020, the district initiated actions to prepare for distance learning, including: rapidly taking steps to increase Internet availability to students in the community; acquiring equipment necessary for students to have access to distance learning; planning for an approach to distance learning that is aligned with the in-person curriculum and pedagogical approaches; and providing professional development to teachers to enable them to make effective use of the technology they would be using in distance learning. A volunteer Return2School task force was convened to develop the Return2School plan for 2020-21, which provided guidance for implementation of the distance learning, hybrid learning and full in-person learning models.
- In order for the district to maintain our success and continue to improve our graduation rate we will be offering before and after school credit recovery. In addition, we will continue to maintain the Dual Immersion program which can be especially beneficial for English learners to succeed. Our counseling department will continue to identify students that need support, including academic intervention and socio-emotional counseling in order for them to meet our graduation requirements.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Mathematics. District-wide achievement in Mathematics on the 2019 CAASP was in the orange range. The district was 85.3 points from the standard. This was 8.3 points lower than the previous year. All four significant subgroups (students with disabilities, English learners, Hispanic students and socio-economically disadvantaged students) also scored in orange. The new LCAP will address math achievement through adoption of new curriculum and professional development for teachers.

- English Language Arts. District-wide achievement in English Language Arts on the 2019 CAASPP was in the yellow range. The district score was 56.1 points from the standard. Three significant subgroups (English learners, Hispanic students and socio-economically disadvantaged students) also scored in the yellow range. Students with disabilities scored in the red range, two levels below the score for all students. English language arts in teaching and learning is addressed in the new LCAP through continued professional development for teachers in this area.
- English Learner Progress. The percentage of English learners making adequate progress toward English proficiency remained in the Low range at 44.2%. The district will continue to support and expand the Dual Immersion program to enable English learners as well as native English speakers to become bilingual and biliterate. That program will continue to expand one grade level per year. Professional development and coaching in SEAL and GLAD strategies will continue in order to support English learner progress.
- College and Career Readiness. This indicator was in the orange range in 2019. Over the past two years the district has expanded opportunities for students to gain college-career readiness. This has resulted in an increasing number of students participating in dual enrollment, A-G coursework, career/technical education, etc. This expansion of opportunities will continue to be a priority. In addition, the district will continue to modernize school facilities to increase student access to a 21st century learning environment.
- Chronic Absenteeism. In 2019, the rate of chronic absenteeism was 10.4%. The district was in the orange range on this measure, as were all subgroups. Due to the impacts of the Covid-19, attendance has declined. The district will continue outreach efforts to students/families and implement the MTSS to address the issue of chronic absenteeism.
- Suspension Rate. The district fell into the red category with a 6.5% suspension rate in 2019. This represented an 3.1% increase in suspensions over the prior year. All significant subgroups also placed in the red category. Implementation of the MTSS will address social emotional learning issues and provide alternatives to suspension.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 Local Control and Accountability Plan will continue to address the goals that were contained in the prior LCAP to reflect the priorities of the district's stakeholders, including the students, teachers, staff, administrators, and parents, who provided input and suggestions for the development of the goals during the stakeholder engagement process. In addition, foundational documents such as the California English Learner Roadmap, Board Goals and the previous LCAP goals were consulted in the development of this plan.
Some of the highlights of the 2021-24 LCAP include:
- Ongoing professional development for teachers related to ELA, integrated and designated English language development, mathematics, SEAL, Glad and use of the Illuminate data and assessment system
- Continued support for and expansion of the Dual Immersion Program
- Continuing support for the use of technology
- A K-12 Summer Academy for ELD, credit recovery, dual enrollment, tutoring, and enrichment
- Development of a Multi-Tiered System of Supports
- Intervention programs at all grade levels to support individualized academic progress
- Maintaining Learning Center support outside of school hours to provide academic tutoring and assistance

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Williams Upper Elementary School (WUES)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Williams USD has provided and will continue to provide support to WUES as their CSI plans are developed and implemented. These processes focus on the creation of one seamless school reform model that will improve student outcomes in the areas of English language development, reading, writing and mathematics.
Williams Unified School District adopted the Daggett System for Effective Instruction as the framework for engaging stakeholders in the areas of Teaching, Instructional Leadership and Organizational Leadership. Data gathered annually through the self-assessment surveys inform evidence-based planning and decision-making. The district provides a part-time CSI Grant Coordinator to assist the school with establishing stakeholder groups and in CSI plan development and monitoring. The Grant Coordinator will also assist the teams with the development of needs assessments and identify/address any resource inequities that might hinder the school's efforts to improve student outcomes.
Since Williams USD is a small school district, external providers also have been enlisted to support the school in developing their CSI plan. These providers include the Colusa County Office of Education and Sobrato Early Academic Language (SEAL) whose representatives meet regularly with school administrators and provide staff with professional development.
In addition, the school has implemented the Achievement Data Team (ADT) process. This is a system of regularly gathering student performance data, collaborative analysis of the data and discussions about best next steps related to instruction. The district's professional development plan includes and supports professional learning related to: ADTs; Positive Behavioral Interventions and Supports (PBIS); effective reading instruction; integrated thematic instruction; conducting instructional rounds; building common language related to rigor, relevance and engagement; the English Learner Roadmap; and Modern Teacher. Implementation of the Sobrato Early Academic Language (SEAL) model and teacher capacity building related to SEAL implementation continue. District sponsored Project2Inspire trainings and the Family Leadership Institute continue to enhance parent engagement.
To address improvement, WUSD will provide the part-time Reading Coach with technical assistance which will support the Coach's work with staff in the areas of curriculum development, delivery of instruction, monitoring of intervention programs, and assessment of student academic progress. A part-time Learning Support Specialist has been provided by the WUSD to align protocols and procedures for Multi-Tiered System of Supports (MTSS)/PBIS interventions, implement social emotional learning lessons, and work with students and parents by providing direct student services and parent education.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CSI Leadership Team membership includes the site administrator, a district representative, the grant coordinator, and external technical support partners. This team monitors and evaluates the implementation of the CSI plan utilizing a monitoring tool to measure progress toward the grant metrics. The CSI Grant Manager reports on the progress during monthly CSI Leadership Team meetings. The meetings will also address the extent to which the CSI funds are being utilized to assist in meeting the grant objectives.

Outcome data to be collected and used to inform ongoing decision making and the effectiveness of the school's CSI plan will include:

1. Academic achievement data- CAASPP ELA and Math results, including those of all subgroups;

2. Local benchmark data- STAR Reading and STAR Math results as well as Imagine Learning Reading and Math results;

3. Student engagement data- the Organizational Leadership Team will review data related to student attendance, chronic absenteeism, and asynchronous/ synchronous engagement in distance learning;

4. Student social emotional learning data- the team will review reporting data on PBIS-SWISS referrals;

5. Parent engagement data- parent participation at SEAL parent engagement events, Project2Inspire, Family Leadership Institute parent leadership trainings, and project-based learning activities, such as Student Biography of a Family Member.

Outcomes will be shared during report/input meetings with parent advisory committees, the Instructional Leadership Team, at staff meetings, at board meetings, and in quarterly parent/community communications.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During the 2019-20 school year, the district engaged its stakeholders in a process which provided the community with an opportunity to identify priorities for the district's work in moving forward with the 2021-24 LCAP. The engagement process took place between December 2019 and late February 2020, and included School Site Council meetings; the English Learner Parent Advisory Committee (DELAC), other district committees such as the Migrant Parent Advisory Committee (MPAC), California School Employees Association (CSEA) meeting; District Cabinet and Administrators, including Principals; school site English Learner Advisory Committees, School Site Councils; Williams Teachers Association (WTA); and the WUSD Board of Trustees. Other school personnel are included in the meetings listed above. Student input on the LCAP goals, actions, services and prioritization was obtained through meetings with the Leadership class and School Site Council meetings conducted at Williams Jr./Sr. High since students participate in both groups.

During these many meetings/input sessions, participants were given a presentation that shared the current LCAP goals (from the previous 3 year LCAP) and the major programs and personnel that were funded through those goals. Participants were tasked with identifying their own priorities from the list and asked to provide their input.

The following is a list of the meetings that were held in 2019-20:
DISTRICT STAKEHOLDER MEETINGS:
- December 10, 2019: Held an LCAP community forum for community stakeholders to: 1) share data findings and Annual Updates from 2018-2019 school year using LCFF Indicators/CA Dashboard information and local outcome data; 2) obtain input and recommendations; and 3) prioritize Goals, Actions and Services.

DISTRICT CABINET & ADMINISTRATOR MEETINGS:
- November 5, 2019: Met with Administrative team to go over 1) how they will obtain input from their site stakeholders for LCAP changes/updates and 2) obtain input for LCAP revisions or modifications.
- November 13, 2019: Shared the prioritization tool for stakeholder input with administrative team.
- December 3, 2019: Met with Cabinet to obtain input, recommendations and prioritize LCAP goals, actions and services.
- December 16, 2019: Met with Administrative team to review input from stakeholders at their sites and prioritize recommendations for modifications/changes to the LCAP Goals/Actions/Services. Then, we worked on incorporating the EL Roadmap and Special Education Performance Indicator Review (PIR) Plan within the goals, actions and services of the LCAP.
- January 7, 2020: Met with Administrative team to review CA Dashboard Data and LCAP goals, actions and services.
- January 8, 2020: Met with the District Organizational Leadership Team to share CA Dashboard Data and prioritization of LCAP goals, actions and services.
- January 13, 2020: Met with Administrative team and Special Education staff including the Director of Special Education to review the Performance Indicator Review (PIR) Plan and share how the strategies/activities have been included in the LCAP actions/services.
- February 5, 2020: Met with the Administrative team to share the updated input document and to receive final site feedback about actions and services for the 20-21 LCAP. Administrators were asked to share with their stakeholders how the EL Roadmap and the Performance Indicator Review (PIR) Plan were merged with the LCAP.

In addition, separate meetings took place with district advisory groups, union representatives and student meetings using a similar agenda as used at stakeholder meetings. The additional meetings were held as follows:

SCHOOL SITE STAFF/ELAC/SSC:

Williams Elementary School (WES)
- January 13, 2020: Met with classified and certificated staff to obtain input on strengths of LCAP and possible changes to LCAP goals, actions and services & to prioritize suggestions.
- January 15, 2020: Met with WES ELAC to discuss LCAP Goals/Actions/Services and prioritization.
- January 30, 2020: Met with WES School Site Council to obtain input on LCAP goals, actions and services.

Williams Upper Elementary School (WUES)
- August 28, 2019, September 25, 2019, October 16, 2019, and January 14, 2020: Met with WUES ELAC to discuss LCAP goals, actions and services and prioritization.
- January 6, 2020 and January 13, 2020: Administrator met with classified and certificated staff to obtain input on strengths of LCAP and possible changes to LCAP goals, actions and services & to prioritize suggestions.
- January 16, 2020: Met with WUES School Site Council to obtain input on LCAP goals, actions, services and prioritization.

Williams Jr./Sr. High School (WJSHS)
- January 13, 2020: Met with classified and certificated staff to obtain input on strengths of LCAP and possible changes to LCAP goals, actions and services & to prioritize suggestions.
- January 14, 2020: Met with WJSHS School Site Council to obtain input on LCAP goals, actions and services.
- January 28, 2020: Met with WJSHS ELAC to discuss LCAP goals, actions and services and prioritization.

DELAC/MPAC Advisory Groups:
- December 10, 2019: Met with MPAC to obtain input on strengths and recommendations for LCAP goals, actions and services.
- December 11, 2019: Met with DELAC to obtain input on strengths and recommendations for LCAP goals, actions and services.

REPRESENTATION UNITS:
- February 3, 2020: Met with WTA to obtain input on strengths and recommendations for LCAP goals, actions and services. We shared status and change and Dashboard data with the participants and requested feedback by February 18, 2020.
- February 4, 2020: Met with CSEA to obtain input on strengths and recommendations for LCAP goals, actions and services. We shared status and change and Dashboard data and requested feedback by February 18, 2020.

STUDENT INPUT MEETINGS:
January 27, 2020: Met with WJSHS Leadership class to obtain input on LCAP goals, actions and services and prioritization.

SCHOOL BOARD MEETINGS:
- October 22, 2019: Held a public Board meeting for LCAP Input and Feedback. The Board prioritized the actions/services for each goal area.

- June 9, 2020: School Board held Draft LCAP public hearing & received final input and comments.
- June 18, 2020: WUSD Board Approved final LCAP and submitted it to Colusa COE for approval.

Once the community's priorities were established, district staff used the identified priorities, along with several foundational documents (the previous LCAP and district goals, the California English Learner Roadmap, etc.), review/revise LCAP goals. Over the next nine months, groups were consulted on the drafted goals, including school site administrators, the DELAC, ELACs, School Site Council parents, students and the WUSD Board of Trustees. The DELAC agenda on December 11 included LCAP review, input on strengths and recommendations.

SELPA consultation was accomplished through consultation with and direct support from the SELPA Administrator. The SELPA Administrator reviewed and gave final approval on LCAP goals, actions and services June 4, 2021. Site based Special Education staff was included in all site staff meetings and provided direct feedback to the district on May 17, 2021 and May 20, 2021.

In addition to the prioritization that occurred in 2019-20, during the 2020-21 school year each of the following specific stakeholder groups reviewed the draft 2021-22 LCAP goals, actions, services, costs and provided their input and feedback for the development of the draft 2021-24 LCAP:

DELAC - 3/29/21, 4/12/21
Superintendent Mtg. with ELAC parents 5/10/21

School Site Councils:
WES – May 3, 2021
WUES – April 29,2021
WJSH - April 13, 2021

ELACs:
WES - May 11, 2021
WUES - May 11, 2021
WJSH - October 20, 2020 and February 16, 2021

Teachers:
WES - December 2019
WUES - December 2019
WJSH - April 15, 2021 (Dept. Chairs)
WJSH - April 19, 2021 Staff

CSEA:
WES - May 11, 2021
WUES - May 11, 2021

Students:
WUES - December 2019
WJSH - January 20, 2020

A summary of the feedback provided by specific stakeholder groups.

As detailed above, the comprehensive stakeholder engagement process that took place in 2019-20, prior to school closures due to the COVID-19 pandemic, allowed the district to establish the community's priorities, which have had a significant impact on the development of the LCAP. Priorities are reflected in the goals of that LCAP.

The following is a summary of feedback that was provided by stakeholders groups.

SPED suggestions focused primarily on Goal 1 including attention to areas of need identified in Individualized Education Plans.
DELAC priorities and suggestions were primarily related to LCAP Goals 1, 3, 4.
GOAL 1:
- Provide parent presentations/trainings for all parents so that they understand how the system (Illuminate) supports students.
- Provide a data presentation to DELAC and site ELACs of assessment results after each administration (all students and EL students).
- Provide supports/enrichments for students who are on/above grade level not just for those who are below.
- Lessons should be more rigorous in Spanish.
- Hire a certificated teacher to develop the curricular program for ASES. ASES needs more structure.
- Continue to recruit/hire teachers who have completed their educational/credentialing course work in Spanish as a native (to improve the Spanish Language Arts).
- More money should be invested so district DI teachers continue to improve their academic Spanish.
- Develop/Implement curriculum for students to learn applications of Office as early as possible in the lower grades to better prepare students for high school.
GOAL 2:Graduate students with the necessary knowledge and skills to enter a college or career
- Include cases to protect the computers issued to students.
GOAL 3: Educational experience that addresses academic and social-emotional needs of students
- Have a Learning Center at each site so students can go for help.
- Provide supports/enrichments for at/above students as well.
- Provide Support Program in other content areas, not just Reading.
- Hire highly qualified/trained counselors to provide socio-emotional service to students on all sites.
- Hire psychologists that are trained to work with children and youth to provide service for post-pandemic issues.
- Recruit more actively to hire a nurse. If necessary, raise the salary.
- Continue drug detection service, more often if possible.
GOAL 4: Enhance parent engagement and improve communication among stakeholders
- Starting with Dual Immersion develop a committee of parents, teacher parents (teachers in Mexico) and district teachers to develop cultural activities, Spanish language arts and Life Skills/Lifelong Guidelines in Spanish to support the schools.

- Continue staffing and materials support for Parent Center to continue building parent engagement. "We have learned a lot but there is still so much more. The Parent Center is a key part of parent engagement"
- Continue parent training in school protocols (Board meeting protocols), school committee regulations (Brown/Greene Act)

SSC's priorities and suggestions included:
GOAL 1:
- Increase department Chair PLC time
- Professional Development for GLAD/ELD integrated/core curriculum
- Coaches : Literacy, etc.
- Continue ADT/PLCS.
- Continue some type of assessment system and assessment management system, district wide
GOAL 2:
- All students graduate college/career ready- Keep actions 2.1, 2.3, 2.4, 2.5, 2.6
GOAL 3:
- Mental wellness - comprehensive plan.
- Keep Learning Support Specialist and Intervention Counselors.
- Re work 3.1 to include Graduate Profile.
- Formal MTSS training team
- Keep actions 3.2, 3.3, 3.4, 3.8
- Create a districtwide engagement/Social Emotional Learning team to support mental wellness and crisis needs
- Provide teacher training in mental health, SEL and trauma informed practices
GOAL 4:
- Improve and build data collection e.g. open house attendance, report card attendance tracking, events,
- Implement research based staff, student parent surveys, collect pre/post
- Delineate parent engagement activities, more specific and then collect data for efficacy
- Need both qualitative and quantitative data
- Add under translations 4.3 - digital/online translation
GOAL 5:
- Facilities bond for H.S. needed
- More portables
- 5.4 need a 'student center' where students can access computers, printers, where they can sit in a 21st century building to do work, connect w/peers and counselors, etc. Look at the student center in Davis High School and American Canyon High School.
- 5.3 Math needs to work on new adoptions, it is their cycle.
- Modernize HS so it is a 21st Century building

Teacher provided input and suggestions included:
GOAL 1:
- Teachers find Illuminate hard to use, not recommended
- Continue with Early Literacy, Star reading and math, add Lexia

- Continue 1.4 as stated but base PD on current needs assessment completed by teachers
- 1.6 Agree (continue to implement Dual Immersion Proggram) and allow time for Dual Immersion PLC both vertical and horizontal collaboration time
- Agree with Elementary music and P.E. programs
- Agree with need to continue Tech TOSA support
- 1.8 Agree with need for special needs services and staff, etc. and provide training on PBIS tier 1,2,3 supports
- Agree with SEAL coaching support and add training on current ELA program and newly adopted ELA programs
- Continue instructional rounds, funding for release time to complete, training if necessary etc
- WICOR/AVID training for all (PD)
- Cross-curricular collaboration time
- Hold sacred department chair/PLC time
- Coaches: Literacy/EL strategies
- Curriculum alignment within departments
- Training for online learning(PD) - want to continue to work forward to online
- GATE program to return
- Funding for field trips for experiential learning
- AVID funding

GOAL 2:
- Continue to invest in digital media studio - agree and have High School students help create program at the Elementary site.
- Implement Summer Academy for K-12 (2.5) - agree
- Increase Mid Valley to two teachers and offer CTEs to MV students after normal day (such as AG mechanics)\
- Math would increase electives such as statistics
- Increase Job ready electives- computers science, health care etc., tech
- Keep all other actions
- Bring back teacher incentives to get their masters
- Maintain relationship for Dual Enrollment
- Funding for field trips for experiential learning
- AVID funding
- Individual AVID classes for all grade levels

GOAL 3:
- 3.1 Drop Lifeskills at K-3 and add Peacebuilders
- 3.2 Drop Lifeskills at K-3
- 3.4 Maintain Learning Center for (TK-12) student - agree
- 3.5 and 3.6 - agree
- 3.7 Agree and consider hiring a counselor at K-6 sites
- Provide teacher training in mental health, SEL and trauma informed practices (formal training)
- Keep intervention counselor

GOAL 4:

- 4.2 Seek ways to enhance parent engagement - Agree and provide training on School Messenger or change it so that text messages can be sent to parents
- 4.3 & 4.4 Agree
- PIQUE type trainings, parent institutes especially geared high school parents
- Conversational class for teachers
- Research best practices for parent engagement and models and implement.

Goal 5:
- All actions and services - Agree
- 2-3 portables (and a wrestling room)
- Library/Student Center
- Core curriculum- Math?
- All weather track
- Upgrade play areas/fields for safety; more equipment

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals and actions in the 2021-24 LCAP were crafted through the stakeholder engagement process utilized in 2019-20.This process yielded goals and actions based on 1) the prioritization process that stakeholders used to share their suggestions and input, 2) the previous LCAP goals and actions, 3) the WUSD Board Goals, and 4) the California English Learner Roadmap. Current year stakeholder input and suggestions focused on the specifics of actions and their implementation.

The following is a summary of the content and focus of each 2021-24 LCAP goal:
- Goal 1 addresses the need to raise the achievement of all students through improved curriculum and instruction, teacher collaboration, professional development and the collaborative assessment of student learning progress in order to enable students, including English learners and students with disabilities, to master state standards.
- Goal 2 addresses the need to provide students with structures and supports throughout their school career that will provide them with the knowledge and skills that they will need to enter college and/or a career.
- Goal 3 addresses the academic and social-emotional needs of students so that they are able to experience a supportive, successful educational experience.
- Goal 4 addresses the need to continue to reach out to parents/guardians and community stakeholders through enhanced communication and partnerships order to meet the needs of our scholars.
- Goal 5 addresses basic services including: hiring and retaining teachers, students access to standards aligned materials, upgrading facilities to foster 21st Century learning, and providing adequate transportation.

Goals and Actions

Goal

Goal #	Description
1	Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: • is based on state standards and aligned TK--12; • is designed to enable all students, including English learners, to access core standards and English learners to access the English Language Development standards; • fosters engagement/collaboration; • develops students' 21st Century skills; and • is appropriately assessed through formative/summative measures and state accountability targets. State Priorities 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

In the prior LCAP, the district began a comprehensive process designed to significantly improve student achievement through adoption of evidence-based, exemplary instructional practices, team building and focused professional development. That process was interrupted by the impacts of Covid-19. Retention of this goal will enable us to continue our focus on strengthening our instructional program and improving outcomes for students.

The metrics under this goal include improvements in student performance on the CAASPP assessments in language arts and mathematics, implementation of exemplary practices (SEAL and GLAD) in the classroom, and measurements of English learner progress toward English fluency, as well as English learner redesignation. These metrics were selected to provide a balanced view of progress in both teaching and learning. The actions related to this goal include (but are not limited to) building professional collaboration among teachers, focusing on the ongoing use of data related to student learning, providing professional development in language arts and mathematics, and making available coaching, support for curriculum development and tech support to classroom teachers.

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 district programs and services are offered to unduplicated pupils.

Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress in implementing state academic standards	PK-6 teachers have participated in SEAL professional development Secondary teachers have participated in GLAD professional development				All teachers will have participated in SEAL or GLAD professional development and use the strategies in teaching to enable all students to access the CCSS. (Priority 2)
Student achievement, as measured by state test scores (state indicator)	ELA 56.2 points from standard; Math 85.3 points from standard. *2019 California School Dashboard				Increase ELA and Math performance on the CAASPP by 10 points from previous year. (Priority 4)
English learner progress (state indicator)	Low 44.2% *2019 California School Dashboard EL Progress Report				Increase English Learner progress from the previous year by 10% (California School Dashboard). (Priority 4)
English learner redesignation	2020-21: 4.4% *DataQuest, English Learner Redesignation Rate				Increase the English Learner redesignation rate from the previous year by 5% (DataQuest) (Priority 4)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Illuminate - Access and Training	Provide access to professional development for teachers to effectively utilize Illuminate Data and Assessment System.	$2,000.00	Yes
2	Online Assessments & Digital Learning Licenses	Purchase online reading/math assessment and digital learning licenses to provide method for staff to collect reading and math student data to assist with instruction. Students will take assessments at least three times per year.	$9,200.00	Yes
3	Achievement Data Teams	Implement the Achievement Data Teams process (TK-12) to assess/monitor student learning and achievement to inform instruction throughout the year. Provide professional development for PLC implementation of Instructional Leadership and Organizational Leadership, as needed.	$49,800.00	Yes
4	Ongoing Professional Learning and Support	Continue to provide general education & special education teachers with ongoing professional development and support aimed at meeting the needs of students, e.g. PD related to English Language Arts (ELA), integrated and designated English Language Development (ELD), Math and the use of best practices/strategies to enable English Learners to access the standards-aligned core curriculum such as SEAL and GLAD.	$137,000.00	Yes
5	Elementary Music & P.E. Programs	Implement an Elementary Music Program that is culturally relevant and a P.E. program (TK-6). Include the music and P.E. programs in the ASES (K-8) and ASSETS (9-12) after school programs. (1 FTE Music, 2 FTE PE Teachers)	$296,134.00	Yes
6	Dual Immersion Program Implementation	Continue to implement and support the English/Spanish Dual Immersion program by: collaborating with Colusa County Office of Education to provide preschool teachers with SEAL training; providing	$21,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
		full-day TK and K; extending the program to an additional grade level each year to develop a PK-12 Interpreter/Translator Pathway.		
7	Instructional Tech Support	Continue to develop and support the use of technology and blended learning in the schools by hiring a 2.17 FTE instructional Tech TOSA to model instruction and coach teachers in these areas.	$275,012.00	Yes
8	Special Needs Services and Program Support	Provide special needs services and staff to improve the outcomes of this scholar subgroup in the areas of ELA, math, and other areas of need that are identified in their Individualized Education Plans. Ensure that SpEd staff is included with other staff in professional learning and progress monitoring systems discussions to align/integrate services and support SpEd scholars, TK-12.	$1,127,697.00	No
9	Literacy & SEAL Implementation Supports	Provide PK-6 teachers with coaching and curriculum development support in the areas of literacy and implementation of the Sobrato Early Academic Language (SEAL) model . 2.75 FTE	$296,119.00	Yes
10	Class Size Reduction	Provide 1 FTE at the elementary level to reduce class size. (funded by Expanded Learning Opportunities Grant)	$100,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students will graduate from Williams Unified School District with the necessary knowledge and skills to enter a college/career.
	State Priorities 4, 5,7,8

An explanation of why the LEA has developed this goal.

This goal is carried forward from the prior LCAP. Great strides have been taken at the junior/senior high school to develop opportunities for students to achieve college and career readiness, and significant gains have been made in student access to resources that aid in this. Continuation of this goal will allow the district to continue and to expand its efforts in this area.
There are seven metrics related to this goal: graduation rate, college/career indicator, A-G completion rate, students taking and passing the Advanced Placement exams, students who are EAP ready, students participating in Career/Technical Education courses, and seats in dual enrollment/college credit courses.
The actions related to this goal are all intended to increase access to activities that will enable students to develop college/career readiness skills. They include, but are not limited to: maintenance of a block schedule which allows students the flexibility to participate in activities such as dual enrollment courses; provide incentives to teachers to offer such options, expand electives based on student interests; offer a K-12 summer academy; and continue to pay AP examination costs for low-income students.
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 district programs and services are offered to unduplicated pupils.
Pupil outcomes in the subject areas as described in this goal and described in Ed Code 51210 and 51220 are represented in the measuring and reporting results section below.
Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (state indicator)	98.9% Graduated *2019 California School Dashboard				Maintain high graduation rate status (blue) on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					California School Dashboard (Priority 5)
College/Career Readiness (state indicator)	56.8% Prepared 7.4% Approaching Prepared 35.8% Not Prepared *2020 College/Career Measures Reports & Data				Continue to show improvement in the College/Career Indicator of the California School Dashboard (Priorities 7 and 8)
College/Career Readiness	2020: 81.5% *2020 College/Career Measures Reports & Data				Increase rate of A-G completion from the previous year by 3% (Priority 4)
College/Career Readiness	2020: Taking: 45 Passing: 15 *2020 DataQuest AP Annual Testing Report				Increase the number of students taking Advanced Placement exams and the percent passing exams by 10% each from previous year. (Priorities 7 and 8)
Student achievement, as measured by state test scores	EAP Ready 15-16: 61%				Continue to increase the percent of EAP Ready in ELA and Math by 5% from previous school year. (Priority 4)
College/Career Readiness	7th - 12th grade students participating in CTE courses				Increase total enrollment and the rate of CTE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20: 219 students (38%); 9 completed Pathway				completions by 10% from previous year. (Priority 4 and 7)
College/Career Readiness	College Credit Courses (Dual Enrollment) 2018-19: 133 seats (without spring #'s)				Increase the seats in College Credit Courses (Dual Enrollment) annually (Priorities 7 and 8)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Block Schedule, Student-Driven Master Schedule	Maintain the Block Schedule; continue to design 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 course access when necessary. Provide funding for: • Master program teacher incentive to support Early College High School, $4,374 • Dual Enrollment: Teaching Staff (1.35 FTE Teachers), $163,522 • Prep-Period Buy-outs: AP Course Increases (5 Teachers), $46,385 • Block Schedule:Lab Classes for Math and ELA (.68 FTE Teachers), $70,326 • Block Schedule: Lab Classes for Math, ELA (.68 FTE Teachers)	$284,607.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Student-Driven Electives and Co-Curricular Activities	Design/expand/improve and implement a student-driven program of electives (8th-12th) and co-curricular activities that support AVID, Sports, CTE (9th-12th), Art, Music, Etiquette, Basic Life Skills and Essential Learning for Career & College Readiness (4.33 FTE Teachers)	$416,468.00	Yes
3	Digital Media Studio, Access to Technoloy	Continue to invest in the Digital Media Studio to provide students and teachers with access to 21st Century technology and instructional strategies. Provide a program component for Williams Upper Elementary students.	$20,000.00	Yes
4	Advanced Placement Testing	Continue to support Advanced Placement testing costs, as needed.	$5,000.00	Yes
5	Summer Academy (K - 12th)	Implement a Summer Academy for K - 12th grades providing English language development, college courses offerings, Dual Enrollment and tutoring, credit recovery, enrichment courses, etc. (will be multi-funded with Migrant Education and ASSETS)	$91,713.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Williams Unified will provide an educational experience that addresses the academic and social-emotional needs of every student. State Priorities 4, 5, 6

An explanation of why the LEA has developed this goal.

This goal addresses student social emotional learning through a comprehensive approach to support services in which the district collaborates with other service providers in a multi-tiered system of supports. Great progress has been made in this area, but needs remain high, particularly due to the impacts of Covid-19. Continuation and expansion of the actions in this goal area are critical.
There are six metrics related to this goal: suspension rate, drop-out rate, attendance rate, chronic absenteeism, achievement of student subgroups and expulsion rate.
The actions related to these objectives include but are not limited to the following: building a strong set of collaborative relationships among providers through a Multi-Tiered System of Supports; intervention programs at all schools to support students in improving their academic performance; continuation of the Learning Center, which offers academic support outside of regular school hours; development of a multi-tiered, collaborative program to support students' social emotional learning and needs; and development of a district-coordinated program of support services to English learners, including a formalized reclassification process.
Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates (state indicator)	2020: 7.1% *DataQuest 2019-20 Suspension Rate Report				Decrease the number of suspensions by 3% from previous school year (Priority 6)
Dropout Rate	2019-20: 4 dropouts				Decrease High School dropout rate from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*DataQuest 2019-20 Four Year Adjusted Cohort Outcome Report				previous year by 25% (Priority 5)
Dropout Rate	2018: 0 dropouts				Maintain the middle school dropout rate at 0% (Priority 5)
Attendance Rate	2019-20: 94.79%				Maintain school attendance rate above 94.7% (Priority 5)
Chronic Absenteeism	2018-19: 12.3% *DataQuest: Chronic Absenteeism Rate				Decrease chronic absenteeism rates from previous year by 2% (Priority 5)
Achievement of student subgroups, as measured by state test scores	2019 ELA of Student Groups: All Students Group-Yellow, 56.2 points from standard (Increased +10.3 points over previous year) *2019 California School Dashboard Hispanic-Yellow English Learners-Yellow Socioeconomically Disadvantaged-Yellow Students with Disabilities-Orange				Increase ELA and Math performance on the CAASPP by 10 points from previous year. (Priority 4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 Mathematics Performance of Student Groups: All Students Group- Orange, 85.3 points below standard (Declined 8.5 points from previous year) Hispanic-Orange English Learners- Orange Socioeconomically Disadvantaged- Orange Students with Disabilities-Red				
Expulsion Rate	2020: 0 expulsions				Maintain the expulsion rate at 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assess Progress - District Culture (TK-12)	Assess progress made toward development of a district culture (TK-12) that uses Lifeskills & Lifelong Guidelines as the tools for collaboration and building 21st Century Skills for the Global economic workforce, identify areas for continued development and adjust as needed,	$1,000.00	Yes
2	Support Positive School Climate and Culture	Support positive school climate and culture through the use of tools for collaboration for such as Multi-Tiered System of Supports (MTSS), Lifeskills & Lifelong Guidelines, PBIS, etc. Provide intervention	$161,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs K-12 to support individualized academic progress including Saturday School and After School Interventions. (1 FTE Teachers)		
3	Jr./Sr. High School Intervention Support Program	Continue to implement an Intervention Support Program at the Junior/Senior High School that is designed and coordinated by the 1.0 FTE Intervention Specialist.	$93,472.00	Yes
4	Learning Center-Academic Support	Maintain the Learning Center to provide students (TK-12) with academic support including support during extended day & weekend program hours. Learning Center academic support including tutors and student interns.	$27,926.00	Yes
5	Literacy Focused Support Program	Develop a Literacy Focused Support Program for students with identified needs. This program will be staffed through trained Paraeducators who tutor students under the supervision of the Literacy Specialist. (funded by Expanded Learning Opportunities Grant)	$104,004.00	Yes
6	Coordinated Support Services for English Learners	Provide coordinated support services to English learners, including a formal reclassification process outlined in the District Master Plan for Services to English Learners, that is utilized by all and organized by the district EL administrator (.3 FTE)	$51,228.00	Yes
7	Multi-Tiered System - Address Social-Emotional Needs	Assess/review, develop/modify and implement a multi-tiered system to address the social - emotional needs of all students.This system will be designed to provide individualized support depending on need. It may provide services from enhancement of school climate, to SST, IEP, mental health and wrap-around services, etc.	$150,000.00	Yes
8	Nursing Services	Provide nursing services (1 FTE) and a Health Aide Clerk (.875 FTE)	$195,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Drug Detection	Provide drug detection service and free drug testing to students with identified needs.	$7,400.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders. State Priorities: 3, 6

An explanation of why the LEA has developed this goal.

Much progress has been made in developing a positive and helpful relationship with parents and families of students. Both district staff and parents (through the DELAC) have indicated their support for continuation and expansion of these activities.
There are three metrics related to this goal: the number of parents who respond to the district's annual parent survey, administered each Spring; the number of parents who participate as members of school and district committees and in other district/school programs and activities; and student school connectedness and engagement as measured by the California Healthy Kids Survey.
Actions related to this goal include but are not limited to: providing opportunities to participate on district advisory and decision-making committees; consistently providing translation/interpretation services; offer educational options for parents (for example, the Parent College)
Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Communication	2019-20: 22 responses to spring survey				Increase the number of responses to spring parent survey and the number of parents reporting satisfaction with school/home communication (Priority 3)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement	35 parents participated as members of site and district-level committees (SSC, ELAC, MPAC, DELAC) Baseline data re other program participation will be collected in 2021-22				Increase parent engagement in district-sponsored parent programs and activities over previous year by 10% (Priority 6)
Student Engagement	Secondary CHKS: Summary of Key Indicators Meaningful Participation Grade 7: 28% Grade 9: 19% Grade 11: 34% Connectedness Grade 7: 53% Grade 9: 49% Grade 11: 52% Academic Motivation Grade 7: 67% Grade 9: 66% Grade 11: 61				Increase engagement and connectedness as measured by the "Connectedness, Motivation and Participation" metrics of the CHKS by 3% in each category (Priority 6)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder Involvement, Advisory & Decision-making	Provide opportunities for stakeholder involvement through district/school advisory, and decision-making committees such as Migrant Parent Advisory Committee (MPAC), in order to foster positive communication and meaningful engagement. (Funded Through Migrant Ed)	$6,360.00	Yes
2	Increase Engagement with Community Stakeholders	Continue to seek ways to develop/enhance engagement with parents,caregivers and community stakeholders through partnerships, various activities, classes and programs such as Project Inspire, Parent College and the Parent Center, etc. Include all parents/caregivers, particularly those of supplemental and concentration group students i.e., English learners, socio-economically disadvantaged, and Special Education student.	$10,000.00	Yes
3	Translation/Interpretation Services	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 (1.0 FTE) to serve as a parent advocate. Investigate electronic communication, digital translation and telephonic interpretation options.	$88,789.00	Yes
4	Staff Recognition	Continue to provide recognition of Certificated and Classified staff members at Board Meetings.	$2,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Williams Unified School District will foster learning conditions to meet students' educational needs and promote student success by: • hiring and retaining highly qualified certificated and classified employees; • ensuring that students have access to state standards-aligned materials; • redesigning, upgrading and enhancing classrooms and facilities to foster 21st Century teaching/learning; and • providing adequate transportation. State Priority: 1, 2

An explanation of why the LEA has developed this goal.

Goal 5. Continuation of this goal will allow the district to align staffing, curricular resources, the physical plant and equipment in the service of supporting achievement of the other goals in the LCAP.
There are three metrics related to this goal: number of teachers without a full credential; Williams Act certification of student access to CCSS aligned materials; and FIT and SARC ratings of adequacy of facilities and infrastructure.
Activities under this goal include but are not limited to: recruiting, hiring and retaining highly qualified teachers; identifying and purchasing standards-aligned curriculum materials; modernizing school facilities; and providing transportation for students; and providing funding to secure additional funding through grant-writing, as needed.
Note: for the most recent performance on the metrics, see next section below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher assignments and credentials	2019-20: 5 teachers without full credential				Increase and maintain fully credentialed teachers to 100% Maintain miss-assignments at 0% (Priority 1)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act Certification	100% of students have access to CCSS aligned core curriculum and instructional materials				Maintain 100% access to CCSS aligned materials per approved Williams Act Certification (Priorities 1 and 2)
Improved facilities and infrastructure	2019-20 Ratings based on FIT and SARC reports: Williams Elementary School: Good Williams Upper Elem. School: Good Williams Jr./Sr. High: Good Mid Valley Continuation: Fair				All schools and facilities will meet Williams Certification standards (Priority 1)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire & Retain Highly Qualified Staff	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.	$3,000.00	Yes
2	Purchase Standards-Aligned Materials	Provide funding for the purchase of Common Core State Standards (CCSS) aligned materials so that all student have the materials that they need for success.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Continue to Modernize Facilities and Technology	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. 2.0 FTE Tech Support	$249,035.00	Yes
4	Transportation Services	Provide adequate ongoing transportation to support low income students assuring that they will have a way to get to school and home each day.	$135,000.00	Yes
5	Seek Additional Funding Through Grant Writing	Seek and obtain additional funding through grant writing, as needed, to improve instruction, learning and facilities.	$10,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.68%	$4,318,453

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

With 93.5% of the students in WUSD classified as foster youth, English learner or low-income all of our decisions were based on meeting the needs of these students while providing the actions to the entire student population. With careful consideration of identified student needs for our most at-risk students, stakeholder input, which included improve academic performance by improving attendance, continue the after-school support systems, continue to provide free meals to all students, meeting their social and emotional need and providing additional school and county agency support. We strongly believe the actions that we have identified will best meet the needs of our students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

WUSD will now have dedicated management positions to work with staff and over-see each of these identified areas. Identified actions include bringing the Family Action Center (FAC) from Colusa County to our site. This will help our parents with both support and direction that best meets the needs of our student and parents. The FAC will have direct connections with both the district and outside agencies. We are maintaining two positions to support these needs within the district. For both the English learners and our low-income students we are adding certificated staff to lower the student class sizes. Instructional aides positions are being added to provide intensive reading support for our elementary students in small group/one-on-one settings. All staff will be included in all curriculum related professional development opportunities. WUSD will also maintain staffing support for Teachers on Special Assignment who will support staff with curriculum guidance,

technology support, reading literacy support and SEAL training for instructional strategies that best meet the needs of our EL students, but are excellent for all students.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$4,318,453.00	$204,004.00	$6,360.00		$4,528,817.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,358,084.00	$2,170,733.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Illuminate - Access and Training	$2,000.00				$2,000.00
1	2	English Learners Foster Youth Low Income	Online Assessments & Digital Learning Licenses	$9,200.00				$9,200.00
1	3	English Learners Foster Youth Low Income	Achievement Data Teams	$49,800.00				$49,800.00
1	4	English Learners Foster Youth Low Income	Ongoing Professional Learning and Support	$137,000.00				$137,000.00
1	5	English Learners Foster Youth Low Income	Elementary Music & P.E. Programs	$296,134.00				$296,134.00
1	6	English Learners Low Income	Dual Immersion Program Implementation	$21,611.00				$21,611.00
1	7	English Learners Low Income	Instructional Tech Support	$275,012.00				$275,012.00
1	8	Students with Disabilities	Special Needs Services and Program Support	$1,127,697.00				$1,127,697.00
1	9	English Learners Foster Youth Low Income	Literacy & SEAL Implementation Supports	$296,119.00				$296,119.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Class Size Reduction		$100,000.00			$100,000.00
2	1	English Learners Foster Youth Low Income	Block Schedule, Student-Driven Master Schedule	$284,607.00				$284,607.00
2	2	English Learners Foster Youth Low Income	Student-Driven Electives and Co-Curricular Activities	$416,468.00				$416,468.00
2	3	English Learners Foster Youth Low Income	Digital Media Studio, Access to Technoloy	$20,000.00				$20,000.00
2	4	English Learners Foster Youth Low Income	Advanced Placement Testing	$5,000.00				$5,000.00
2	5	English Learners Foster Youth Low Income	Summer Academy (K - 12th)	$91,713.00				$91,713.00
3	1	English Learners Foster Youth Low Income	Assess Progress - District Culture (TK-12)	$1,000.00				$1,000.00
3	2	English Learners Foster Youth Low Income	Support Positive School Climate and Culture	$161,700.00				$161,700.00
3	3	English Learners Foster Youth Low Income	Jr./Sr. High School Intervention Support Program	$93,472.00				$93,472.00
3	4	English Learners Foster Youth Low Income	Learning Center- Academic Support	$27,926.00				$27,926.00
3	5	English Learners Foster Youth Low Income	Literacy Focused Support Program		$104,004.00			$104,004.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Coordinated Support Services for English Learners	$51,228.00				$51,228.00
3	7	English Learners Foster Youth Low Income	Multi-Tiered System - Address Social-Emotional Needs	$150,000.00				$150,000.00
3	8	English Learners Foster Youth Low Income	Nursing Services	$195,542.00				$195,542.00
3	9	English Learners Foster Youth Low Income	Drug Detection	$7,400.00				$7,400.00
4	1	English Learners Foster Youth Low Income	Stakeholder Involvement, Advisory & Decision-making			$6,360.00		$6,360.00
4	2	English Learners Foster Youth Low Income	Increase Engagement with Community Stakeholders	$10,000.00				$10,000.00
4	3	English Learners Foster Youth Low Income	Translation/Interpretation Services	$88,789.00				$88,789.00
4	4	English Learners Foster Youth Low Income	Staff Recognition	$2,000.00				$2,000.00
5	1	English Learners Foster Youth Low Income	Hire & Retain Highly Qualified Staff	$3,000.00				$3,000.00
5	2	English Learners Foster Youth Low Income	Purchase Standards-Aligned Materials	$100,000.00				$100,000.00
5	3	English Learners Foster Youth Low Income	Continue to Modernize Facilities and Technology	$249,035.00				$249,035.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	4	English Learners Foster Youth Low Income	Transportation Services	$135,000.00				$135,000.00
5	5	English Learners Foster Youth Low Income	Seek Additional Funding Through Grant Writing	$10,000.00				$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,190,756.00	$3,401,120.00
LEA-wide Total:	$1,630,306.00	$1,636,666.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,560,450.00	$1,764,454.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Illuminate - Access and Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
1	2	Online Assessments & Digital Learning Licenses	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,200.00	$9,200.00
1	3	Achievement Data Teams	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,800.00	$49,800.00
1	4	Ongoing Professional Learning and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,000.00	$137,000.00
1	5	Elementary Music & P.E. Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	$296,134.00	$296,134.00
1	6	Dual Immersion Program Implementation	Schoolwide	English Learners Low Income	All Schools Specific Schools: Williams Elementary School TK - 3	$21,611.00	$21,611.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Instructional Tech Support	LEA-wide	English Learners Low Income	All Schools	$275,012.00	$275,012.00
1	9	Literacy & SEAL Implementation Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary Williams Upper Elementary PK-3 4-6	$296,119.00	$296,119.00
1	10	Class Size Reduction	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary or Williams Upper Elementary K-3 or 4-6		$100,000.00
2	1	Block Schedule, Student-Driven Master Schedule	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr./Sr. High 7-12	$284,607.00	$284,607.00
2	2	Student-Driven Electives and Co-Curricular Activities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr./Sr. High 7-12	$416,468.00	$416,468.00
2	3	Digital Media Studio, Access to Technoloy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Upper Elementary Williams Jr./Sr. High 4-6, 7-12	$20,000.00	$20,000.00
2	4	Advanced Placement Testing	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr./Sr. High 7-12	$5,000.00	$5,000.00
2	5	Summer Academy (K - 12th)	Schoolwide	English Learners Foster Youth Low Income	All Schools	$91,713.00	$91,713.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Assess Progress - District Culture (TK-12)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
3	2	Support Positive School Climate and Culture	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,700.00	$161,700.00
3	3	Jr./Sr. High School Intervention Support Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr/Sr High 7-12	$93,472.00	$93,472.00
3	4	Learning Center-Academic Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr/Sr High 7-12	$27,926.00	$27,926.00
3	5	Literacy Focused Support Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary Williams Upper Elementary TK-6		$104,004.00
3	6	Coordinated Support Services for English Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,228.00	$51,228.00
3	7	Multi-Tiered System - Address Social-Emotional Needs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	$150,000.00
3	8	Nursing Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,542.00	$195,542.00
3	9	Drug Detection	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Williams Jr/Sr High 7-12	$7,400.00	$7,400.00
4	1	Stakeholder Involvement, Advisory & Decision-making	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,360.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	2	Increase Engagement with Community Stakeholders	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
4	3	Translation/Interpretation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,789.00	$88,789.00
4	4	Staff Recognition	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
5	1	Hire & Retain Highly Qualified Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
5	2	Purchase Standards-Aligned Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00
5	3	Continue to Modernize Facilities and Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$249,035.00	$249,035.00
5	4	Transportation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	$135,000.00
5	5	Seek Additional Funding Through Grant Writing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.