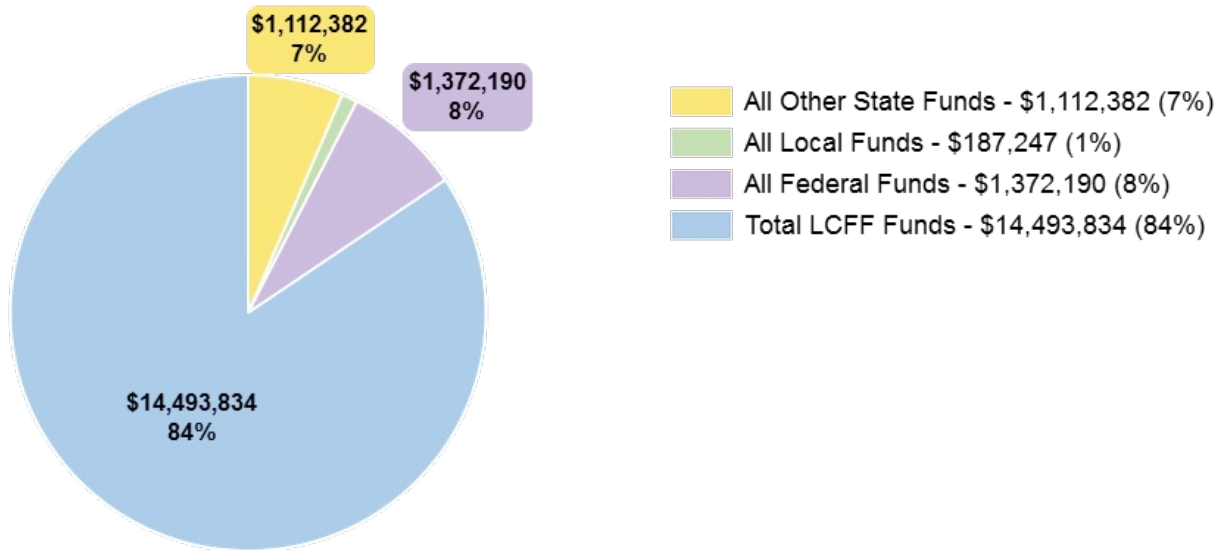


# LCFF Budget Overview for Parents

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).

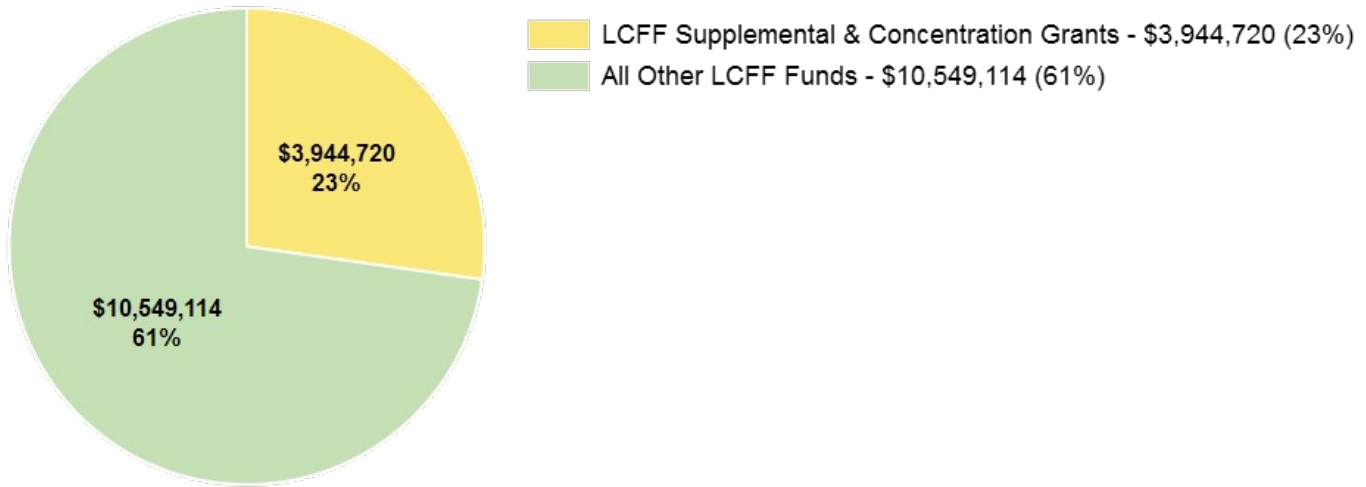
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,112,382	7%
All Local Funds	\$187,247	1%
All Federal Funds	\$1,372,190	8%
Total LCFF Funds	\$14,493,834	84%

## Breakdown of Total LCFF Funds



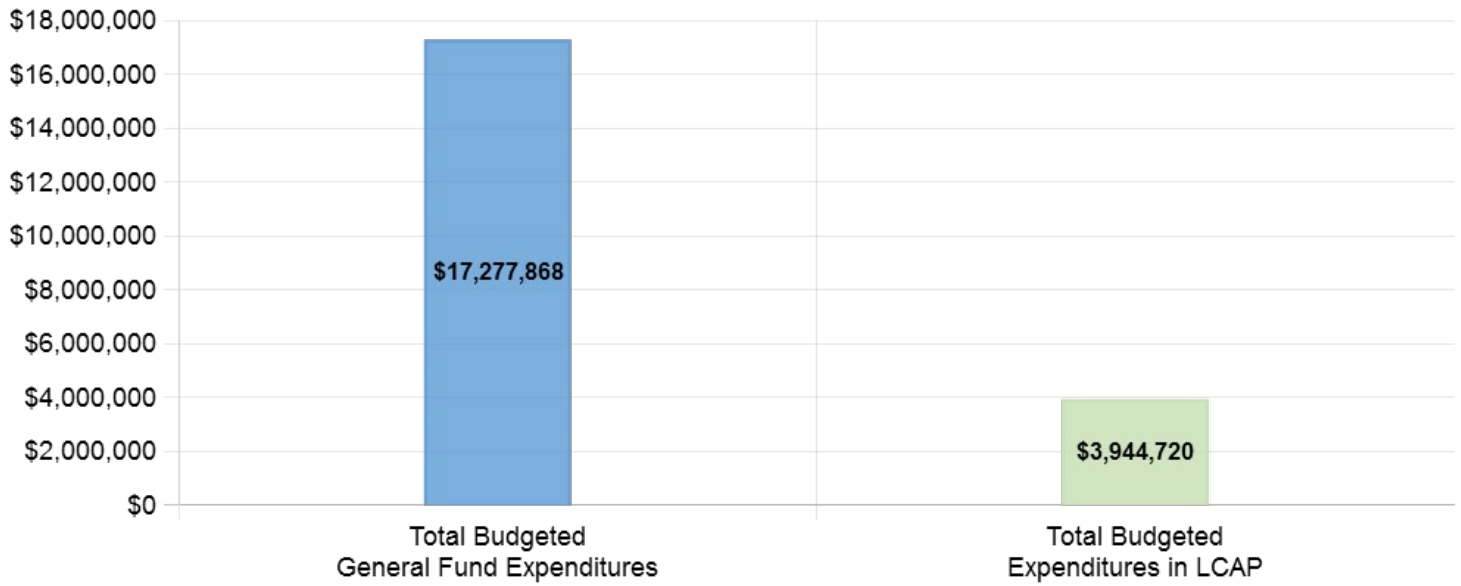
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$3,944,720	23%
All Other LCFF Funds	\$10,549,114	61%

*These charts show the total general purpose revenue Williams Joint Unified School District expects to receive in the coming year from all sources.*

The total revenue projected for Williams Joint Unified School District is \$17,165,653, of which \$14,493,834 is Local Control Funding Formula (LCFF), \$1,112,382 is other state funds, \$187,247 is local funds, and \$1,372,190 is federal funds. Of the \$14,493,834 in LCFF Funds, \$3,944,720 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



Source	Funds
Total Budgeted General Fund Expenditures	\$17,277,868
Total Budgeted Expenditures in LCAP	\$3,944,720

*This chart provides a quick summary of how much Williams Joint Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Williams Joint Unified School District plans to spend \$17,277,868 for the 2019-20 school year. Of that amount, \$3,944,720 is tied to actions/services in the LCAP and \$13,333,148 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

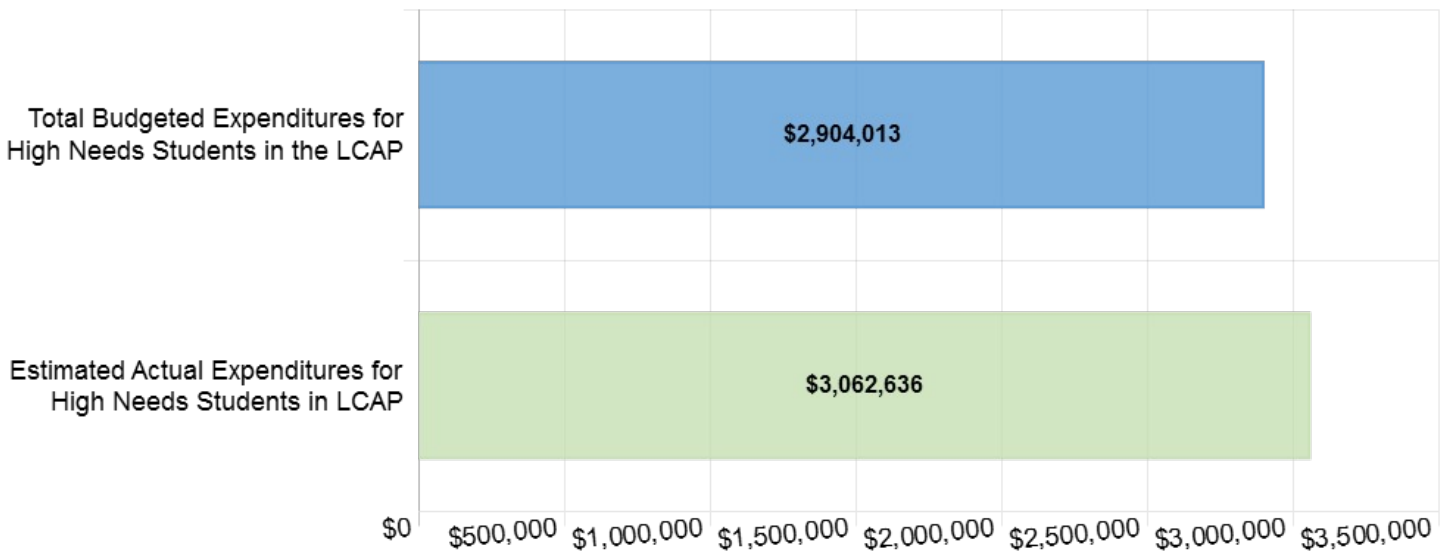
## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Williams Joint Unified School District is projecting it will receive \$3,944,720 based on the enrollment of foster youth, English learner, and low-income students. Williams Joint Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Williams Joint Unified School District plans to spend \$2,904,013 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Williams is 95% Hispanic, 90% SED and 84% ELs. The majority of scholars are “High Needs.” Therefore, we have targeted districtwide and school-wide actions and services supplementing core needs in the areas of training, curriculum & instruction, collaboration, socio-emotional learning, tiered interventions, parent engagement/training and districtwide systemic reform that includes building 21st Century soft-skills with high Rigor & Relevance PK-12.

# Update on Increased or Improved Services for High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,904,013
Estimated Actual Expenditures for High Needs Students in LCAP	\$3,062,636

*This chart compares what Williams Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Williams Joint 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 2018-19, Williams Joint Unified School District's LCAP budgeted \$2,904,013 for planned actions to increase or improve services for high needs students. Williams Joint Unified School District estimates that it will actually spend \$3,062,636 for actions to increase or improve services for high needs students in 2018-19.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Williams Joint Unified School District

## Contact Name and Title

Edgar Lampkin

Superintendent

## Email and Phone

elampkin@williams.k12.ca.us

5304732550

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The city of Williams is located off the Interstate-5 and Highway 20 corridors, one hour north of Sacramento. It is a rural agricultural community with rice and tomatoes being one the major products grown in Colusa County. Per-capita Williams has more restaurants and gas stations than any other rural city in CA with a population of approximately 5,123. Demographically, it has 76% Hispanic/Latino and 20% White. Williams Unified School District has an enrollment of 1, 345 students. Demographically, it has two major student groups, 94.9% Hispanic and 2.8% White with 3% Other. The LEA serves students through a TK-3 Elementary (465 ADA), a 4-6 Upper Elementary (332 ADA), a 7-12 Jr./Sr. High School (600 ADA) and a 7-12 Continuation High School (22 ADA). The schools are located in a 48-acre plot of land, next to each other, located north west from the center of town. Close to 47.8% of our students are English Language Learners with 1/3 of these students being Migrant students and about 135 of them living in a Migrant Camp, which is considered sub-standard housing, qualifying students for McKinney Vento. Williams USD serves its students through Local Control Funding Formula monies and other grant funding sources which provide various services focused on instruction, learning and social-emotional well-being of all students in our TK-12 programs.

### LCAP Highlights

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

Through analysis of our state and local data and input from staff and stakeholders we identified focus

areas to be addressed in order to achieve our vision of “preparing students with the 21st Century skills needed to be career/college ready so that true choice is afforded to all students.” Based on this process, we will be continuing with the same FIVE GOALS we developed last year and the majority of the actions and services listed in last year's Local Control Accountability Plan (LCAP). The five goals and key features are:

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

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

The Actions and Services in this goal feature:

- Adoption of a district-wide Framework (Daggett System for Effective Instruction) that systemically aligns a clear vision for increasing Rigor, Relevance & Engagement in instruction and learning.
- Implement Systems for Teaching, Instructional Leadership & Organizational Leadership.
- Through Instructional Leadership, align curriculum through a clear identification of the "Power Standards" tied to the curriculum's scope and sequence it will be taught in, with developed Pre- and Post- Assessments that measure each set of targeted standards that will be taught in every 4-8 week cycles using the Achievement Data Team process as continuous cycles of improvement.
- Improving grade level and departmental collaboration and consistency in High Quality Instruction in All Classrooms through the “Achievement Data Teams” process.
- Improved literacy for all students in grades TK-12. & increase the number of student's ready to access grade level reading curriculum
- Improve School Readiness for incoming TK & Kinder students
- Improve and refine the reclassification process for English Language Learners.
- Monitoring of academic achievement measured by a system of shared accountability for student achievement with clear performance standards.

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

The Actions and Services in this goal feature:

- Providing a Master schedule with access to courses that support college/career readiness by increasing our Dual Enrollment courses offered at our newly School Board adopted Early College High School, via a CCAP Agreement with Woodland Community College (WCC).
- Continue to work on developing Pathways district-wide TK-12: 1) AG Science & Mechanics Pathway; 2) Digital Media & Information Pathway; & 3) Interpreter/Translator in Education Pathway. Implement Full Day Kinder & Dual Immersion+ (English & Spanish [PK-12], Chinese-Mandarin [4-7] & a Choice 4th Language [7-12] as part of the Interpreter/Translator in Education Pathway).
- Implement a comprehensive Early College High School that provides Dual Enrollment and schoolwide AVID (Advancement Via Individual Determination) & uses GLAD (Guided Language Acquisition Design) Strategies to support English Learners.
- Implement comprehensive schoolwide reform through SEAL (Sobrato Early Academic Language) Model PK-6 as well as meet the four principles of the CA EL Roadmap Policy.

- Providing a summer school academy where students can take dual Dual Enrollment courses, complete credit deficiencies, obtain English Language Development (English Learners & Migrant Students), participate in internships and be exposed to College & University campuses.

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

The Actions and Services in this goal feature:

- Implement through Organization Leadership the rubric requirements for a positive school climate with high expectations for All students.
- Hire an Intervention Support Specialist that will coordinate and provide intervention supports during the day, after school and Saturday School.
- An improved school climate with clear articulation of student behaviors that feature a Multi-Tiered System of Support (MTSS) and Positive Behavior Intervention Supports (PBIS).
- Supporting socio-emotional development of students via mental health services & instruction of character education.
- Providing a Learning Support Specialist (with a PPS credential & MSW certification) that can support socio-emotional needs at school sites.
- Supporting English Learners by administratively putting systems in place that identify and move students effectively towards reclassification.

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

The Actions and Services in this goal feature:

- Increasing parent engagement and advocacy that leads towards parents being "Partners" in their children's education.
- Provide trainings like Project Inspire 1, 2, & 3; Family Leadership Institute; CAFE; & Parent Institutes
- Improve communication with all stakeholders through a district liaison.
- Improve acknowledgement of staff, parents and students who are doing their "Personal Best" in education for our students and meeting their academic, social and emotional needs.

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

The Actions and Services in this goal feature:

- Recruitment and retention the best teachers possible.
- Provide the necessary standards-based materials for 21st Century Teaching and Learning
- Increase the level of transportation to home, educational field-trips and sporting activities.
- Increase use of 21st Century Teaching and Learning technology to support "Blended Learning."
- Support grant seeking opportunities that meet our school vision and mission.

Finally, this year's LCAP brought some district-wide alignment to the site Single School Plans (SPSAs) in regards to academics, socio-emotional needs, and increase Rigor & Relevance in instruction and learning. These key features tie to our goals, actions, services and the vision of preparing scholars with 21st Century skills that prepare them to be college/career ready so that our scholars are afforded true choice and are globally competitive.

# Review of Performance

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

## Greatest Progress

We have a 92% SED (Socio-Economically Disadvantaged) student population and a 47.8% English Learner student population, including 35% Redesignated Fluent English Proficient (RFEP) students; therefore, our results, represent the majority of our student population. We saw the greatest progress in the following areas:

- Increased College & Career Readiness: 56.8%, an +11.5% gain, which is higher than the state's 42.2%.
- Increased English Learners meeting Well Developed Proficiency: 14.2% and Moderately Developed Proficiency: 29.2%.
- Graduation rate is high: 94.3% (declined 2.2%) still significantly above the state's 83.5%
- Improvement in curriculum alignment and implementation of CA ELA/ELD & Mathematics Standards.
- Increased Parent Engagement by establishing ELACs (English Learner Advisory Committees) at each school site, increasing parent participation at each School Site Council, graduating 18 parents from a Project Inspire 2 Parent Institute. These parents for the first time ever organized and ran the first annual Spring Festival with booths for food, snacks, art, and about eight different performances done by teachers and students from our TK-12 schools.
- Continued to increase a broad course of study with high Rigor by increasing Dual Enrollment course seats, adopting the first CCAP Agreement in our area and becoming one of the first Comprehensive Early College High Schools in Northern California, a school district with 94.9% Latino students & 82.8% English Learners ( that's including RFEP's students).

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

## Greatest Needs

We do not have any overall performance indicators in the "red" category. We do have in the "Orange" Category Chronic Absenteeism, English Language Arts and Mathematics. Even though we did not receive any "Not Met" or "Not Met for Two or More Years" ratings, our subgroups in English Language Arts and Math are in the "RED."



The following are Greatest Needs based on LCFF Evaluation Rubrics Indicate the following areas are in need of significant improvement:

- Chronic Absenteeism (ORANGE: Increased 1%)
- English Language Arts (ORANGE: Declined 16.1 Points)
- Socio-economically Disadvantaged (RED: Declined 15.1 Points)
- English Learners (RED: Declined 6.4 Points)
- Students With Disabilities (RED: Declined 2.9 Points)
- Williams Jr./Sr. High (RED: Declined 54.7 Points)
- Mathematics (ORANGE: Declined 3.6 Points)
- Williams Jr./Sr. High (ORANGE: Declined 15.7 Points)
- Although our Overall Student Suspension Rate Indicator is "Yellow", our student group's Suspension Rate remained at 3.4%. The indicator for English Learners is "Green" while Students with Disabilities and White students are "Orange." In 2019-20, these programs and services will be maintained at all sites or improved. (See Goal 3)
- Although our Overall English Language Arts (3-8) and Mathematics (3-8) Indicators are "Yellow", these Indicators for Students with Disabilities in both English Language Arts (3-8) and Mathematics (3-8) are in the "Red". Students with Disabilities scored Very Low in ELA (126 points below level 3 and Maintained +0.7 points) & in Mathematics Very Low (137.2 points below level 3 and Maintained -0.2 points)

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

- We have the lowest CAASP Scores county-wide in grades 3rd through 9th in both ELA and Mathematics. Our 7-11 grade staff and students did not take the CAASPP assessment serious, resulting in a huge drop in both ELA and Math for 2018. The staff has taken measures to correct that.
- We have traditionally had extremely low parent involvement district-wide; however, we have begun to increase the engagement and will continue to do so.

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

- Insure Williams Jr./Sr. High Staff and Scholars take the CAASPP Assessment serious.
- Implement Goal 3, actions/services
- Continue to implement effective Achievement Data Teams and PLCs to effectively implement our DSEI Framework Rubric outcomes both at the district and site levels.
- Implement systemic reform at TK-6 and increase Rigor & Relevance PK-12
- Continue to clearly define and implement our Career/College Readiness Pathways
- Implement Life-long Guidelines & Lifeskills that can transform our district and school site culture into a productive environment that is growing responsible citizenship.
- Implement PBIS (Positive Behavior Intervention Supports) districtwide.
- Develop and follow implementation of the PIR (Program Improvement Review) Plan for Students with Disabilities and LCAP Addendum Goals, Actions and Services.

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

## Performance Gaps

We do not have any overall performance indicators in the "red" category, nor did we receive any "Not Met" or "Not Met for Two or More Years" ratings indicating our students were below the "all student" performance by two or more levels.

## 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.

There were no schools identified for CSI. Nevertheless, we have had our TK-3 Williams Primary School that was identified in School Improvement three years ago, at which point we began implementing comprehensive school-wide reform.

### Support for Identified Schools

Describe how the LEA supported 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.

NOT APPLICABLE

### 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.

NOT APPLICABLE

# Annual Update

## LCAP Year Reviewed:

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

## Goal 1

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

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 4, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220: 100% of students will have access to a broad course of study via the curriculum utilized for instruction.

Met

100% of students, including English learners and students with exceptional needs, continue to have access to a broad course of study via the curriculum utilized for instruction. There has been a move toward making the curriculum more accessible to English learners and students with special learning needs through the implementation of the Sobrato Early Academic Language (SEAL) model at Williams Primary Elementary in PK-3rd grades for the past two years. The SEAL model emphasizes the use of strategies that are multi-modal, language rich and active making the classrooms come alive as students actively engage with their learning. SEAL allows students who are English learners (and students with exceptional needs) to more fully access their grade-level content and to demonstrate/ build-upon their STRENGTHS as they experience joyful learning experiences.

## Expected

English Language Arts (3-8) California School Dashboard: Improve ELA performance for individual Student Groups, including English learners and students with disabilities, as reported on the California School Dashboard ELA Performance Report.

## Actual

Not Met

Performance as reported on the California School Dashboard

Williams Unified:

All students Group: Orange

Status: Low (68 points below standard)

Change: Declined (-16.1 points)

4 Student Groups: 1 in Orange and 3 in Red

English Learners: Red (Declined)

Socioeconomically Disadvantaged: Red (Declined Significantly)

Hispanic: Orange (Declined Significantly)

Students with Disabilities: Red (Maintained)

The following are the changes between district school's prior status and current status levels:

Williams Primary Elementary showed a gain (+2.7). Current performance level: Orange

Williams Upper Elementary showed a gain (+10.6). Current performance level: Yellow

Williams Junior/Senior High declined (-54.7). Current performance level: Red

## Expected

Mathematics (3-8) California School Dashboard: Improve Mathematics performance for individual Student Groups, including English learners and students with disabilities, as reported on the California School Dashboard Mathematics Performance Report.

English Learner Progress (K-12) California School Dashboard (Which includes progress toward English proficiency and Reclassification:

## Actual

Not Met

The expected outcome was not met however one student group (Students with Disabilities) showed an increase in its change level and the other student groups maintained their levels.

Performance as reported on the California School Dashboard

Williams Unified:

All students Group: Orange

Status: Low (78 points below standard)

Change: Declined (-3.6 points)

4 Student Groups: 4 in Orange and 0 in Red

English Learners: Orange (Maintained)

Socioeconomically Disadvantaged: Orange (Maintained)

Hispanic: Orange (Maintained)

Students with Disabilities: Orange (Increased)

The following are the changes between district school's prior status and current status levels:

Williams Primary Elementary showed a gain (+8.6 points). Current performance level: Yellow

Williams Upper Elementary showed a gain (+4.0 points). Current performance level: Yellow

Williams Junior/Senior High declined (-15.7 points). Current performance level: Orange

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC).

**Expected**

Continue to improve English Learner Progress as reported on the California School Dashboard ELA Assessment Report.

**Actual**

Because the ELPAC is a new test, a performance level (color) is not available as yet. Instead, the Dashboard reports the percent of English learner students who scored in each of ELPAC's four performance levels based on their oral (listening and speaking) and written (reading and writing) skills in English.

## State-wide:

Level 4 - Well Developed 30.6%

Level 3 - Moderately Developed 34.6%

Level 2 - Somewhat Developed 20.2%

Level 1 - Beginning Stage 14.6%

## District-wide:

Level 4 - Well Developed 33.3%

Level 3 - Moderately Developed 29.2%

Level 2 - Somewhat Developed 21.6%

Level 1 - Beginning Stage 15.8%

## Williams Primary Elementary:

Level 4 - Well Developed 38.6%

Level 3 - Moderately Developed 23.8%

Level 2 - Somewhat Developed 23.5%

Level 1 - Beginning Stage 14.2%

## Williams Upper Elementary:

Level 4 - Well Developed 35.9%

Level 3 - Moderately Developed 41.0%

Level 2 - Somewhat Developed 12.2%

## Expected

(Daggett System for Effective Instruction (DSEI) Survey): Goal is to merge into the Developed stage.

## Actual

Level 1 - Beginning Stage 10.9%

Williams Junior/Senior High:

Level 4 - Well Developed 14.2%

Level 3 - Moderately Developed 29.2%

Level 2 - Somewhat Developed 28.3%

Level 1 - Beginning Stage 28.3%

Not Met

The DSEI survey results listed below indicate movement from the Beginning stage in 2017-18 to the Emerging stage in 2018-19. This indicates progress toward the goal of merging into the next stage (Developed).

Daggett System (DSEI) Readiness Rubric Survey was completed by the staff members at each school site and the results provide a districtwide overview. The rubric scale is: 1-Beginning; 2-Emerging; 3-Developed; and 4-Well Developed.

In 2017-18, the districtwide average of all three survey areas was 1-Beginning stage. At that time, the Districtwide Readiness Rubric Survey results broken down by each of the three areas were:

Organizational Leadership 1-Beginning Stage

Instructional Leadership 1-Beginning Stage

Teaching 1-Beginning Stage

In 2018/19, the districtwide average of all three survey areas is at the Emerging stage.

The 2018/19 Districtwide Readiness Rubric Survey results in each of



## Expected

Data regarding staff participation in PD related to meeting the needs of English learners including:

1) the Reclassification process; 2) Sobrato Early Academic Language (SEAL); 3) other research based models/strategies designed to enable ELs to access Core ELA/ELD standards and 4) how to teach in tandem using “Integrated” and “Designated” ELD. : All teachers will participate in annual review of PD related to the reclassification process.

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

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

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

## Actions/Services

## Actual

the three areas are now:

Organizational Leadership: 2-Emerging Stage

Instructional Leadership: 2-Emerging Stage

Teaching: 2-Emerging Stage

Element 6 of Organizational Leadership (Decision-making is Data Driven) has been an area of relative strength with average survey results indicating 3-Developed Stage in both 2017/18 and 2018/19.

Met

District teachers have participated in professional learning related to the English learner reclassification process.

The Sobrato Early Academic Language (SEAL) model is a research/evidence-based, language-rich, education model designed to build the capacity of educators to powerfully develop the language and literacy skills of young English learner (EL) children. Williams Elementary School staff is participating in this a multi-year professional development program.

In 2018-19, nineteen PK - 3rd grade teachers participated in Year 1 of the SEAL multi-year professional development. In addition, six teachers (two K teachers and four 1st grade teachers) completed SEAL Year 2 professional development and received their certificates of completion from the Sobrato Early Academic Language (SEAL) program.

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

## Action 1

### Planned Actions/Services

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.

### Actual Actions/Services

The Daggett System for Effective Instruction (DSEI) has been adopted as a district-wide framework for improvement of instruction and achievement. One set of indicators of progress toward successful implementation of the framework is the DSEI staff survey. District-wide DSEI results averages in 2017-18 indicated that implementation was at the 1-Beginning level. District-wide DSEI results averages in 2018-19 indicate that implementation is at the 2-Emerging level this year.

### Budgeted Expenditures

\$20,000  
LCFF Supplemental/Concentration Services and Operating Expenditures

### Estimated Actual Expenditures

\$21,110  
LCFF Supplemental/Concentration Services and Operating Expenditures

## Action 2

### Planned Actions/Services

1.2 Implement the Achievement Data Teams

### Actual Actions/Services

Achievement Data Teams (ADT) Certification Training

### Budgeted Expenditures

\$63,400  
LCFF Supplemental/Concentration

### Estimated Actual Expenditures

\$40,859  
LCFF

**Planned Actions/Services**

(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.

**Actual Actions/Services**

was provided to site ADT Leadership staff members in summer, 2017. Professional development and coaching related to the ADT process was provided to classroom teachers at all sites during the fall of 2017. In 2017-18, this process to inform instruction by assessing/monitoring student learning and achievement on a formative basis was fully implemented at Williams Jr. Sr. High and Williams Upper Elementary schools. At Williams Elementary School, teachers were provided with the initial professional development and additional professional development support during the year however the process was not fully implemented school wide.

In 2018-19, the ADT process has been implemented at all three district schools, Williams

**Budgeted Expenditures**

\$3,000 Certificated Personnel Salaries  
 \$802 Employee Benefits  
 \$400 Books and Supplies  
 \$59,198 Services and Other Operating Expenditures

**Estimated Actual Expenditures**

Supplemental/Concentration  
 \$141 Certificated Personnel Salaries  
 \$29 Employee Benefits  
 \$40,689 Services and Other Operating Expenditures

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

Jr./Sr. High, Williams Upper Elementary and Williams Primary Elementary. At Williams Primary Elementary, staff completed six ADT cycles in ELA in 2018-19.

In 2017-18, Illuminate professional development sessions were provided for all teachers and site administrators. During 2018-19, Illuminate professional development has continued to be provided to staff at all schools on an as-needed basis. This professional learning is often customized based on identified site needs and is provided by a Tech TOSA.

The district has established districtwide Smart Goal # 1 related to Teaching, Smart Goal #2 related to Instructional Leadership and Smart Goal #3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

related to Organizational Leadership. The Williams Unified Professional Development Calendar for 2018-19 identifies district-wide and site specific professional learning that is aligned to these three Smart Goals. The calendar also includes site-specific Action Items, the Person Responsible, Support People and Due Dates to facilitate the identified professional learning that has taken place this year.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1.3 Continue to provide teachers with professional development related to English Language Arts (ELA) and English Language Development (ELD), including the use of best practices/strategies that will

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

\$90,000  
LCFF Supplemental/Concentration  
\$25,000 Certificated Personnel Salaries  
  
\$6,671 Employee Benefits  
\$1,000 Books and Supplies  
\$57,329 Services and Other Operating Expenditures

\$89,227  
LCFF  
Supplemental/Concentration  
\$18,572 Certificated Personnel Salaries  
\$6,671 Employee Benefits  
\$1,000 Books and Supplies  
\$62,984 Services and Other

**Planned Actions/Services**

enable English Learners to access curriculum that is aligned with the State Standards including Common Core State Standards (CCSS) for English Language Arts/Literacy (ELA) and Math, ELD Standards, Next Generation Science Standards (NGSS), etc . & provide ongoing professional development and coaching to build staff capacity in implementing rigorous, differentiated instruction, based on data, to meet the needs of all students, including identified subgroups.

**Actual Actions/Services**

opportunity provided staff with an overview of Designated vs. Integrated English language development. In May 2017, the Williams Elementary School staff began a multi-year professional development program in order to implement the Sobrato Early Academic Language (SEAL). The SEAL model is designed to build the capacity of preschools and elementary schools to powerfully develop the language and literacy skills of young English learners, and to close the academic achievement gap. Teachers have participated in intensive professional learning through workshop sessions, coaching, and collaborative reflection and planning. In the process, teachers were guided through the collaborative development of highly engaging,

**Budgeted Expenditures****Estimated Actual Expenditures**

Operating Expenditures

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

standards-based thematic units that are then implemented in their class using strategies designed to develop high levels of academic language and to support English language learners.

In 2017-18, two TK teachers and five 1st grade teachers participated in Year 1 of SEAL professional development.

This year (2018-19) nineteen PK - 3rd grade teachers participated in Year 1 of the SEAL multi-year professional development and six teachers (two K teachers and four 1st grade teachers) completed SEAL Year 2 professional development and received their certificates of completion from the Sobrato Early Academic Language (SEAL) program.

In 2019-20, the SEAL

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

professional development model will continue at the PK-3rd grade levels at Williams Primary Elementary and will be extended to 4th-6th grades at Williams Upper Elementary School.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

The Jr./Sr. High School mariachi program, which was started in 2017-18, continued to be implemented during the 2018-19 school year with a Beginner Mariachi Class and an Advanced Mariachi Class. In addition, at the 4-6 grade level, a music teacher provides instrumental band classes (trumpet, violin, drums, guitar, flute & clarenet) outside of the Core instructional day (from 12:00 PM to 2:40 PM). The band instruments are culturally

\$72,914  
LCFF Supplemental/Concentration  
\$53,383 Certificated Personnel Salaries  
  
\$19,531 Employee Benefits

\$73,700  
LCFF  
Supplemental/Concentration  
\$54,179 Certificated Personnel Salaries  
\$19,521 Employee Benefits



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

relevant and in preparation for the future mariachi courses they will take in Jr/Sr. High. In addition, the music teacher provides strings classes and instrumental music after school in the ASES program to support student growth in music appreciation for grades 3-6. For grades TK-2 the music teacher provides basic instrument and music appreciation classes in the ASES program.

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

0

0

**Planned Actions/Services**

County Office of Education.

**Actual Actions/Services**

school year which resulted in an additional two PK classes on the Williams Elementary School campus bringing the total to 4 classes serving PK age students .  
 In 2018/19, a Dual Immersion Strand was implemented beginning with one Dual Immersion TK class and a Dual Immersion Kindergarten class. In 2019-20, this Dual Immersion strand will be expanded to provide three classes at the kindergarten level to meet an increase in parent requests for Dual Immersion at that grade level. In addition, the program will be extended to the first grade with one class serving the current Dual Immersion kindergarten students as they advance to first grade.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

In 2017-18, a Tech TOSA was hired by the district to provide teachers with tech-related support and coaching. In 2018-19, the Tech TOSA has continued to provide this professional development support which is often customized based on identified site needs.

\$115,611  
LCFF Supplemental/Concentration  
\$86,996 Certificated Personnel Salaries  
\$28,615 Employee Benefits

\$115,618  
LCFF  
Supplemental/Concentration  
\$86,996 Certificated Personnel Salaries  
\$28,272 Employee Benefits  
\$350 Services and Other Operating Expenditures

## Action 7

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

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

In 2018/19, SpEd Teachers participated in district/site level professional learning activities including: PBIS, Achievement Data Teams Process (ADTs), SEAL, and other meetings at school sites. In addition, SpEd teachers and their 3rd-6th grade students were provided access to laptops and computer devices.

Schools established a system of SpEd/Classroom teacher

\$850,000  
LCFF  
Tuition

\$889,940  
LCFF  
Tuition

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

collaboration meetings to ensure that classroom teachers are informed of and able to collaborate with others regarding the best ways to meet the needs of their students with exceptional needs. The purposes of these meetings also include 1) to help teachers understand the reasons for IEP accommodations so that they take ownership of providing the accommodations during class, and 2) to review and monitor student progress toward meeting their IEP goals. Principals provided roving substitutes to release classroom teachers to attend these meetings which are held twice per year, at the beginning of the year and at mid-year. In addition, GenEd. teachers received professional development on Trauma Informed Care and other strategies to support SpEd students to cope with traumas.

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

Classroom teachers at the PK-3rd grade levels also participated in ongoing professional learning and coaching that helps them to develop the use of strategies, including SEAL and GLAD Strategies, that will support the learning of students with exceptional needs.

SEAL is a standards-based, research/evidence-based, language-rich, education model designed to build the capacity of educators to powerfully develop the language and literacy skills of young children. This model provides teachers with on-going professional development and coaching to support them as they learn to implement SEAL. The SEAL model emphasizes the use of strategies that are multi-modal, language rich and active making the classrooms come alive as students actively engage with their learning. SEAL allows students who are English

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

learners and students with exceptional needs to more fully access their grade-level content and to demonstrate/ build-upon their STRENGTHS as they experience joyful learning experiences.

In order to support teachers as they develop their skills in SEAL implementation, there is a need to continue to provide ongoing SEAL professional development and coaching at the PK-3rd grade levels and, in 2019-20, to extend the SEAL model to the 4th-6th grade levels.

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

## Analysis

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

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

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

Action/Service 1.3 relates to providing teachers with professional development related to English Language Arts (ELA) and English Language Development (ELD), including the use of best practices/strategies that will enable English Learners to access standards-based grade level curriculum. In 2018-19, the SEAL multi-year professional development model was implemented at the PK-3rd grade levels at Williams Primary Elementary School. In 2019/20, will be a need to continue to support the SEAL implementation at the PK-3rd grade level and to EXTEND the model to 4th-6th grade teachers at Williams Upper Elementary School.

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

Many of the actions/services related to Goal #1 relate to support for professional learning that requires teachers to deepen their learning and strengthen the level of process/model implementation. Three of the six expected annual measurable outcomes related to Goal #1 were not met during this year. There is a need to continue to implement the actions/services and to deepen implementation districtwide in order to meet all expected outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 1.2, the material difference was that Williams Jr./Sr. High School did not use their funds for the Achievement Data Team Process this year, a difference of \$23,859.

In Action 1.7, the material difference was an increase in the cost of Special Education services by adding a 1-1 Para-Educator for a Special Needs student as well as paying for substitutes and training for SPED teachers, in order to include them in our staff professional developments; this created an increased cost of \$39,940.

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

The following Outcomes #2, #3, #5, and #6 were modified and are written as follows:

Outcome #2: 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.

Outcome #3: Improved MATH 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.

Outcome #5: Due to changes in staffing try to maintain in the Emerging.

Outcome #6: All teachers will participate in annual review of PD related to reclassification

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

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

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

The following Actions/Services were modified, can be found in Goal 1, are written as follows:

Action/Services 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 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.

Action/Services 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.

Action/Services 1.7: Integrate and provide Special Education services and staff to align and integrate services, as well as improve outcomes of this



particular scholar subgroup in the areas of ELA, Mathematics & Student Discipline. Include teacher sin PD and systems that will monitoring and support SPED scholars.

# Goal 2

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 4, 5

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

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

Not Met

The expected outcome related to graduation rate would have been MET if the graduation rate had been .1% higher (or 95.0%). If that had been the case, the district's graduation rate status would have remained at BLUE. Although the District's Graduation Rate level is HIGH, there was a decline of 2.1% which means that the Graduation Rate Status is now Yellow rather than Blue.

Performance as reported on the California School Dashboard

Williams Unified:

All students Group: Yellow

Status: HIGH (94.9% graduated)

Change: Declined (2.1%)

2 Student Groups: 2 in Yellow

Hispanic: Yellow

Socioeconomically Disadvantaged: Yellow

### Expected

College/Career Indicator California School Dashboard: Continue to show improvement in the College/Career

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

### Actual

Met  
Performance as reported on the California School Dashboard  
Williams Unified:

All students Group: Green  
Status: Medium (50.5% prepared)  
Change: Increased (12.6%)  
2 Student Groups: Green  
Hispanic: Green  
Socioeconomically Disadvantaged: Green

Williams Jr./Sr. High  
Number of Students: 88  
All students Group: Blue  
Status: Medium (56.8% prepared)  
Change: Increased (11.5%)  
2 Student Groups: Blue  
Hispanic: Blue  
Socioeconomically Disadvantaged: Blue

Percentage of Students Successfully Completing AG Courses:  
Williams Unified : 30% (estimated for 2018/19);  
Statewide: Not Currently Available %

### Expected

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

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

### Actual

Not Met  
This outcome was not met, in part, because there has been an emphasis on increasing the number of students participating in Dual Enrollment courses. This has then affected the number and percent of students enrolled in AP courses.

Total Number of AP students 2015: 58; 2016:58; 2017: 102; 2018: 91  
Number of exams 2015: 92; 2016:127; 2017: 173; 2018: 112

Number of AP students with 3+ 2015: 26; 2016: 26; 2017: 50; 2018: 22  
% of total AP students with scores of 3+ 2015:44.8%; 2016:44.8%; 2017:49.0%; 2018:24.2%

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

2018 EAP data (11th grade) indicate:  
17% Ready for College level English.  
17% Conditionally Ready for College English

**Expected**

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

**Actual**

Not Met  
265 7th-12th grade students (50%) participated in CTE courses in 2017/18.  
  
317 7th-12th grade students (54.6%) participated in CTE courses in 2018/19.  
12 students completed a CTE Pathway in 2018/19.  
No students completed a second CTE Pathway.

**Actions/Services**

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

**Action 1**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
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2.1 Maintain the Block schedule, continue to design a student-driven Master Schedule, and increase access to courses (including A-G courses) that support college and career readiness. Utilize prep-period buy-outs to support increased course access, when necessary through increases in AP courses, Dual Enrollment courses, and supporting Masters Program Teacher incentives to move staff towards becoming the first Comprehensive Early College High School.

Block schedule was maintained during 2018/19 and continues to offer students an increased level of service and access to courses that support college and career readiness. The number of prep-period buy-outs were doubled from 2016/17 levels in 2017/18 to increase course access for students. In 2018/19, over half (55%) of the students were enrolled in Dual Enrollment courses.

\$433,079  
 LCFF Supplemental/Concentration  
 \$287,526 Certificated Personnel Salaries  
 \$115,553 Employee Benefits  
 \$ 30,000 Services and Other Operating Expenditures

\$447,844  
 LCFF  
 Supplemental/Concentration  
 \$310,520 Certificated Personnel Salaries  
 \$105,422 Employee Benefits  
 \$7,737 Books and Supplies  
 \$ 24,165 Services and Other Operating Expenditures

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

This Action/Service was not implemented until late in the 2018/19 school year due to difficulty finding qualified staff to fill the position. The position was filled on an interim basis and in May, 2019 an Internship Coordinator was hired. It is this Action/Service will be fully implemented in 2019/20.

\$112,143  
LCFF Supplemental/Concentration  
\$80,000 Certificated Personnel Salaries  
\$32,143 Employee Benefits

\$24,884  
LCFF  
Supplemental/Concentration  
\$10,878 Classified Personnel Salaries  
\$2,726 Employee Benefits  
\$1,280 Books and Supplies  
\$10,000 Services and Other Operating Expenditures

### Action 3

#### Planned Actions/Services

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

#### Actual Actions/Services

The level of co-curricular activities was increased in 2017/18 including an increase in the number of course content aligned field trips. In 2018/19, the electives/co-curricular activities were further expanded to increase support of AVID, Sports, CTE, Art/Music, Etiquette, Basic Life Skills and essential learning for Career and College Readiness.

#### Budgeted Expenditures

\$365,345  
LCFF Supplemental/Concentration  
\$266,852 Certificated Personnel Salaries  
\$98,493 Employee Benefits

#### Estimated Actual Expenditures

\$324,669  
LCFF  
Supplemental/Concentration  
\$233,531 Certificated Personnel Salaries  
\$85,105 Employee Benefits  
\$6,033 Capital Outlay



### Action 4

**Planned Actions/Services**

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

**Actual Actions/Services**

Additional funding was invested in the Digital Media Studio. This investment provided funds to continue to grow the Digital Media and Information Pathway.

**Budgeted Expenditures**

\$35,000  
LCFF Supplemental/Concentration  
Services and Other Operating  
Expenditures

**Estimated Actual Expenditures**

\$13,022  
LCFF  
Supplemental/Concentration  
\$2,352 Classified Personnel  
Salaries  
\$244 Employee Benefits  
\$4,576 Books and Supplies  
\$ 5,850 Services and Other  
Operating Expenditures

### Action 5

**Planned Actions/Services**

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

**Actual Actions/Services**

In 2018/19, testing costs were funded for Advanced Placement/SAT testing, as needed.

**Budgeted Expenditures**

\$5,000  
LCFF Supplemental/Concentration  
Services and Other Operating  
Expenditures

**Estimated Actual Expenditures**

\$5,000  
LCFF  
Supplemental/Concentration  
Services and Other Operating  
Expenditures

### Action 6

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

In June, 2019, the district will again provide a Summer Academy for K-12th grades. This academy will provide six weeks of course offerings, credit recovery, enrichment courses, enrichment classes. In addition, a summer Lindamood-Bell reading tutorial pilot program will provide reading tutorial support to 50 students entering 1st-3rd grades in 2019/20.

\$126,096  
LCFF Supplemental/Concentration  
\$44,317 Certificated Personnel Salaries  
\$11,824 Employee Benefits  
\$69,955 Services and Other Operating Expenditures

\$142,693  
LCFF  
Supplemental/Concentration  
\$37,254 Certificated Personnel Salaries  
\$5,788 Classified Personnel Salaries  
\$9,517 Employee Benefits  
\$3,582 Books and Supplies  
\$86,552 Services and Other Operating Expenditures

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

## Analysis

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

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

Most of the actions/services related to Goal #2 were fully implemented. Of the six Action/services scheduled to be implemented in 2018/19, five were fully implemented and one was partially implemented. Action/Service #2 was not implemented until late in the 2018/19 school year due to difficulty finding qualified staff to fill the Internship Coordinator position. The position was filled on an interim basis and in May, 2019 an Internship Coordinator was hired. It is this Action/Service will be fully implemented in 2019/20. Action/Service #6, the 2019 summer academy program, was expanded slightly to include a summer Lindamood-Bell reading tutorial pilot program which will provide reading tutorial support to 50 students who are entering 1st-3rd grades in 2019/20.

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

The implementation of the actions/services related to Goal #2. Four of six expected Annual Measurable outcomes related to Goal #2 were not met. One of these outcomes (Outcome #4) was not met because students were encouraged to participate in the Dual Enrollment program taking college courses. There was a drop in the number of students taking AP courses because there was a significant INCREASE in the number of students in Dual Enrollment college courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 2.1 we had an increased Prep-Period Buy-outs that we had to add causing a material difference of \$14,765.

In Action 2.2 we were not able to hire an Internship Coordinator until the third trimester causing a material difference of \$87,000.

In Action 2.3 we did not increase some electives due to low student enrollment, causing a material difference of \$40,000.

In Action 2.4 we continued to invest in our Digital Media Studio but did not need as much equipment as we estimated causing a material difference of \$17,000.

Finally, in Action 2.6, we increased implementation of a reading internship program for students in K, 1, 2 that were significantly below grade level in reading, with a goal to get them up to grade level using internship Juniors and Seniors that were trained in the Linda Mood Bell reading program and tutored these targeted students; causing a material increase of \$16,600.

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

The following changes can be found in Goal 2:

Outcome #6 was modified and now reads: Goal is to complete a third and fourth CTE course sequence

A new Outcome, #7, and a corresponding new metric have been added as follows:

Metric: Increase Course Seats in Dual Enrollment annually

Outcome: for 2019/20 = 310 Dual Enrollment Course Seats

# Goal 3

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 4, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

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

- All
- Socioeconomically Disadvantaged
- Hispanic

Show decreased suspension rates for the following subgroups:

- English Learner
- Students with Disabilities
- White

Not Met

In 2017, suspension rates for Students with Disabilities and Homeless Youth increased rather than declined. The district collaborated with the Colusa County Office of Education to develop a Program Improvement Plan to be implemented in 2018/19 in order to address student needs and result in a decrease in the suspension rate.

In 2018, the suspension rates for English Learners and Homeless Youth did decrease. The suspension rate for all other student groups remained at approximately the same levels in 2018 as in 2017.

2018 Suspension Rates:

- All Students: Yellow; Status: Medium (3.4%); Maintained: 0.0%
- Hispanic: Yellow; Status: Medium (3.3%); Maintained: 0.0%
- White: Orange; Status: High (5.1%); Maintained: - 0.1%
- Students with Disabilities: Orange; Status: High (7.3%); Maintained: - 0.0%
- Socioeconomically Disadvantaged: Yellow; Status: Medium (3.5%); Maintained: +0.2%
- English Learners: Green; Status: Low (2.2%); Declined: - 0.5%
- Homeless Youth: Blue; Status: Very Low (0.8%); Declined: - 2.0%

Expulsion Rate: Maintain rate

Met

Expulsion Rate: 0% Maintained  
No students were expelled in 2018-19

**Expected**

Middle School Dropout Rate: Maintain rate

High School Dropout Rate: Improvement in High School Dropout Rate Indicator over prior year until 0%

Attendance Rates: Maintain the school attendance rate above 94.7%

Chronic Absenteeism Rates: Improvement in Chronic Absenteeism Rate over prior year

**Actual**

Data is not available at this time.

Data is not available at this time.

Met  
(Data as of P2)  
Attendance Rates:  
Williams USD: 95.14%

Williams Jr./Sr. High:95.47%  
Williams Upper Elementary:95.46%  
Williams Primary Elementary:94.41%

Not Met  
Williams Unified:  
All Students: 9.7% in 2018 (+3.2%)

Williams Jr./Sr. High - 6.8% chronically absent in 2018 (+1.0%)  
Williams Upper Elementary - 8.4% chronically absent in 2018 (+4.9%)  
Williams Primary Elementary - 11.9% chronically absent in 2018 (+3.1%)

## Expected

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

## Actual

Not Met

Performance as reported on the California School Dashboard

Williams Unified:

All students Group: Orange

Status: Low (68 points below standard)

Change: Declined (-16.1 points)

4 Student Groups:

English Learners: Red (Declined)

Socioeconomically Disadvantaged: Red (Declined Significantly)

Hispanic: Orange (Declined Significantly)

Students with Disabilities: Red (Maintained)

The following are the changes between district school's prior status and current status levels:

Williams Primary Elementary showed a gain (+2.7). Current performance level: Orange

Williams Upper Elementary showed a gain (+10.6). Current performance level: Yellow

Williams Junior/Senior High declined (-54.7). Current performance level: Red



## Expected

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

## Actual

Not Met

The expected outcome was not met however one student group (Students with Disabilities) showed an increase in its change level and the other student groups maintained their levels.

Performance as reported on the California School Dashboard

Williams Unified:

All students Group: Orange

Status: Low (78 points below standard)

Change: Declined (-3.6 points)

4 Student Groups:

English Learners: Orange (Maintained)

Socioeconomically Disadvantaged: Orange (Maintained)

Hispanic: Orange (Maintained)

Students with Disabilities: Orange (Increased)

The following are the changes between district school's prior status and current status levels:

Williams Primary Elementary showed a gain (+8.6 points). Current performance level: Yellow

Williams Upper Elementary showed a gain (+4.0 points). Current performance level: Yellow

Williams Junior/Senior High declined (-15.7 points). Current performance level: Orange

## Actions/Services

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

## Action 1

### Planned Actions/Services

3.1 Work towards transforming the district culture into one that uses Lifeskills & Lifelong Guidelines as the tools for collaboration and building 21st Century Skills for the Global economic workforce. In addition, support a positive school climate and culture through the use of tools for collaboration and support such as Multitiered Support Systems (MTSS), Lifeskills & Lifelong Guidelines, PBIS, Leader In Me, Anti-Bullying and Peace Builders.

### Actual Actions/Services

The use of Lifeskills & Lifelong Guidelines as the tools for collaboration and building 21st Century Skills for the Global economic workforce has been a districtwide priority since 2017/18 as evidenced by District SMART GOAL #3 in the area of Organizational Leadership. All schools have identified goals and action items that support this SMART GOAL.

In 2018/19, all district schools have continued to provide support for positive school climate and culture by learning, teaching, and modeling daily 21st Century soft skills using Lifelong Guidelines and Lifeskills. However, the degree/depth of implementation has varied by site.

### Budgeted Expenditures

\$5,000  
LCFF Supplemental/Concentration Services and Other Operating Expenditures

### Estimated Actual Expenditures

\$12,350  
LCFF  
Supplemental/Concentration  
\$1,066 Books and Supplies  
\$ 11,284 Services and Other  
Operating Expenditures

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

The WUSD Professional Development Calendar includes the dates when professional learning and other activities took place during 2018/19.

**Action 2****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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

It was possible to expand the support services to students in our Saturday and after school interventions programs in 2018-19. This expansion was, in part, a result of additional funding that we received through an ASSETS grant.

\$241,924  
LCFF Supplemental/Concentration  
\$182,873 Certificated Personnel Salaries  
\$59,051 Employee Benefits

\$214,731  
LCFF  
Supplemental/Concentration  
\$152,832 Certificated Personnel Salaries  
\$148 Classified Personnel Salaries  
\$52,336 Employee Benefits  
\$9,415 Services and Other Operating Expenditures

**Action 3****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

3.3 Continue to implement an Intervention Support Program at the Junior/Senior High

The Intervention Support Program run through the Learning Center at the

\$83,045  
LCFF Supplemental/Concentration  
\$59,965 Certificated Personnel Salaries

\$83,921  
LCFF  
Supplemental/Concentration

**Planned Actions/Services**

School that is designed and coordinated by the Intervention Specialist to run a Learning Center.

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$23,080 Employee Benefit

**Estimated Actual Expenditures**

\$60,965 Certificated Personnel Salaries  
 \$22,956 Employee Benefit

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

The Learning Center has continued to provide academic support to students during 2018/19. Access to the academic support services continues to be optimized for students by providing extended day and weekend support.

\$37,600  
 LCFF Supplemental/Concentration  
 \$34,059 Classified Personnel Salaries  
 \$3,541 Employee Benefits

\$42,614  
 LCFF  
 Supplemental/Concentration  
 \$38,978 Classified Personnel Salaries  
 \$3,636 Employee Benefits

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3.5 Maintain Literacy & CCSS implementation supports as follows:

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

During 2018-19, Literacy & CCSS implementation supports staff was provided at the TK - 6th grades as follows:  
 TK -1st: Literacy coordination/support (.5 FTE); SEAL coordination, coaching & implementation support (.5 FTE).  
 2nd-3rd: SEAL coordination, coaching & implementation support (.5 FTE) .  
 4th-6th: Literacy coordination and support (.75 FTE).  
 4th-6th: Coordination of ELA/Math CCSS implementation support services (.5 FTE)

\$195,704  
 LCFF Supplemental/Concentration  
 \$153,475 Certificated Personnel Salaries  
 \$42,229 Employee Benefits

\$192,538  
 LCFF  
 Supplemental/Concentration  
 \$144,955 Certificated Personnel Salaries  
 \$47,583 Employee Benefits

**Action 6**

**Planned Actions/Services**

Not Funded in 2018-19.

**Actual Actions/Services**

During the 2018/19 school year, literacy focused support services were provided by certificated staff (see Actions/Services #5).

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

0

### Action 7

**Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

0

**Estimated Actual Expenditures**

0

### Action 8

**Planned Actions/Services**

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

**Actual Actions/Services**

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

During 2018/19, the

**Budgeted Expenditures**

\$45,237  
LCFF Supplemental/Concentration  
\$35,422 Certificated Personnel Salaries  
\$9,815 Employee Benefits

**Estimated Actual Expenditures**

\$46,660  
LCFF  
Supplemental/Concentration  
\$36,449 Certificated Personnel Salaries  
\$10,211 Employee Benefits

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

reclassification process has been implemented districtwide.

In addition, the District EL/SIG/FPM administrator has provided ongoing monitoring and implementation support for the SEAL model implementation and the SIG. SEAL (Sobrato Early Academic Learning) is an intensive professional development model focused on quality lesson design tied to standards and the use of evidence-based strategies to develop English Learners' academic language.

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



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

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

The Learning Support Specialist has provided Organizational Leadership support services at Williams Upper Elementary School and at Williams Jr./Sr. High School during 2018/19. This includes support to improve school climate, SST, IEP, case-management and social work services that will help improve mental health, socio-emotional learning and academic outcomes.

\$73,122  
LCFF Supplemental/Concentration  
\$51,728 Certificated Personnel Salaries  
\$21,394 Employee Benefits

\$78,425  
LCFF  
Supplemental/Concentration  
\$52,728 Certificated Personnel Salaries  
\$25,697 Employee Benefits

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

District nursing services, drug detection and free drug testing continue to be provided to students with identified needs in 2018/19. In addition to direct services to students, the district nurse has been responsible for completion of required State nursing related reports and has developed/established connections and partnerships with communitybased organizations/providers of health services.

\$61,918  
LCFF Supplemental/Concentration  
\$38,860 Certificated Personnel Salaries  
  
\$16,058 Employee Benefits  
\$7,000 Services and Other Operating Expenditures

\$53,818  
LCFF  
Supplemental/Concentration  
\$38,860 Certificated Personnel Salaries  
\$7,958 Employee Benefits  
\$7,000 Services and Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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## Analysis

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

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

All actions/services related to Goal #3 were successfully implemented in 2018/19 as expected.

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

All Actions and Services related to this Goal were implemented as expected. Based on data that is available at this time, these actions/services have been successful in moving the district toward the achievement of Goal 3.

One example is the decrease in the Suspension rates for English Learners and Homeless Youth.

Since this Goal relates to addressing the academic and socio-emotional needs of every student, there is a need to continue to implement/support the systems that have been recently established in order to see the positive impact that they will have for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 3.1 we increased training for WUES staff using "Leader-In-Me" to support our character education which created a material difference of \$7,000.

In Action 3.2 we began implementation of PBIS Tier 1 implementation at mid-year causing a material difference of \$27,000.

In Action 3.4 we increased the number of tutors in the learning center causing a material difference of \$5,000.

In Action 3.9 we saw an increase in our Learning Support Specialist services and salary causing a material difference of \$5,000.

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

The following Actions and Services are found in Goal 3 and will be modified as follows:

Action # 3.5 remains as written, however, it was MOVED from Goal 3 to Goal 1. It can now be found as Action #1.8 under Goal 1. This change is being made because the Action/Service relates better to Goal 1 than to Goal 3.

The following is 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 TK12; 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.

As a result of this move, all subsequent Actions/Services (Actions 3.6 through 3.10) have been renumbered. They are now Actions 3.5 through 3.9.

# Goal 4

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Number of parents participating in the annual Parent Survey, includes parents of unduplicated pupils and individuals with exceptional needs:  
The number of parents responding to the annual survey will increase by 10% from the previous year.

The number of parents reporting being satisfied with the communication from their school on the annual Parent survey will increase by 10% from the previous year. In addition, there will be an increase in the number parents of English learners and of Special Needs students reporting satisfaction with home/school communication on the Parent Survey:

### Actual

Data from the Spring, 2019 Parent Survey is not available at this time. However, based on Actual Outcome #3 which shows an increase in parent participation (+30.6%) in district sponsored programs, it is anticipated that this Outcome also will be met.

Data from the Spring, 2019 Parent Survey is not available at this time. However, based on Actual Outcome #3 which shows an increase in parent participation (+30.6%) in district sponsored programs, it is anticipated that this Outcome also will be met.

## Expected

Attendance/Participation in district-sponsored Parent Programs, including that of parents of EL, Special needs and socio-economically disadvantage students: Parent participation in district sponsored parent programs will increase by 10% from the previous year.

## Actual

Met

Parent participation in district sponsored parent programs increased in 2018/19 by 30.6% from the previous year.

During 2018/19 all parent engagement activities related to decision-making and governance were successfully implemented. These include ELACs at every school, a DELAC that meets monthly (except in December), and Migrant Parent Advisory Committee and Schoolsite Councils.

In addition, other parent engagement efforts were initiated/continued in 2018/19. These included:

- Visits to SEAL demonstration schools sites that allowed parents to learn about the SEAL model and observe in classrooms that are implementing it.

- Participation of 8 parents in the annual three day CAFE conference

- Project 2Inspire Year 1 - Approximately 29 parents attended Project 2Inspire YEAR 1 weekly sessions.

23 parents successfully completed more than half of the sessions.

6 parents successfully completed the entire 12 lesson course of study and earned a certificate of completion.

- Project 2Inspire Year 2 - Approximately 27 parents attended Project 2Inspire YEAR 2 weekly sessions.

9 parents successfully completed more than half of the sessions.

18 parents successfully completed the entire 12 lesson course of study and earned a certificate of completion.

**Expected**

Student surveys on Safety and School Connectedness:  
 Increase % of student satisfaction on CHKS Survey from prior year in :  
 Feeling Safe  
 Academic Motivation (Motivation)  
 Meaningful Participation (Satisfaction)  
 Connectedness (Encouragement)  
 Caring Relationship (Treatment)

**Actual**

Met  
 CHKS Survey satisfaction (grades 5, 7, 9 and 11): The overall average % increase of student satisfaction from 2017 to 2018 was 25%.

2018 CHKS Survey satisfaction (grades 5, 7, 9 and 11) :  
 61% on Feeling Safe  
 78% on Academic Motivation (Motivation)  
 30% on Meaningful Participation (Satisfaction)  
 57% on Connectedness (Encouragement)  
 58% on Caring Relationship (Treatment)

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

**Actions/Services**

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

**Action 1**

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

During 2018/19, all parent engagement activities related to decision-making and governance were successfully implemented. These include ELACs at every school, a DELAC that meets monthly (except in December), and Migrant Parent Advisory Committee and Schoolsite Councils.

0

0

## Action 2

### Planned Actions/Services

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

### Actual Actions/Services

Parent engagement efforts were initiated/continued in 2018/19. These included:  
-Participation of 8 parents in the annual three day CABE conference  
-Project 2Inspire Year 1 - Approximately 29 parents attended Project 2Inspire YEAR 1 weekly sessions. 23 parents successfully completed more than half of

### Budgeted Expenditures

\$20,000  
LCFF Supplemental/Concentration  
\$5,000 Books and Supplies  
\$15,000 Services and Other Operating Expenditures

### Estimated Actual Expenditures

\$20,480  
LCFF  
Supplemental/Concentration  
\$4,054 Books and Supplies  
\$16,426 Services and Other Operating Expenditures



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

the sessions.  
6 parents successfully completed the entire 12 lesson course of study and earned a certificate of completion.  
-Project 2Inspire Year 2 - Approximately 27 parents attended Project 2Inspire YEAR 2 weekly sessions. 9 parents successfully completed more than half of the sessions.  
18 parents successfully completed the entire 12 lesson course of study and earned a certificate of completion.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

4.3 Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities. Continue to provide a District Liaison (1FTE) to serve as a parent advocate.

**Actual Actions/Services**

The district has successfully implemented Action #3 as evidenced by an increase of over 30% in parent engagement during 2018-19. Translation/interpretation services continue to be provided in order to further increase parent/teacher communication and the involvement of English Learner parents in school activities .In addition, the district has continued to provide a District Liaison (1FTE) to serve as a parent advocate.

**Budgeted Expenditures**

\$107,691  
LCFF Supplemental/Concentration  
\$77,162 Classified Personnel Salaries  
\$30,529 Employee Benefits

**Estimated Actual Expenditures**

\$107,544  
LCFF  
Supplemental/Concentration  
\$76,874 Classified Personnel Salaries  
\$30,670 Employee Benefits

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

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

**Actual Actions/Services**

The site administrators continued to recognize their staff members at Board meetings during the 2018/19 school year.

**Budgeted Expenditures**

\$2,000  
LCFF Supplemental/Concentration  
Books and Supplies

**Estimated Actual Expenditures**

\$2,321  
LCFF  
Supplemental/Concentration  
\$1,421 Books and Supplies  
\$900 Services and Other  
Operating Expenditures

## Analysis

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

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

All of the Actions/Service related to Goal #4 were successfully implemented in 2018/19.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences in all of these Actions/Services!

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

The following modification was made to Actions/Services and can be found in Goal 4:

Action 4.2 was modified. It now reads: 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, SocioEconomically Disadvantaged & Special Education).

# Goal 5

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

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

## State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

# Annual Measurable Outcomes

## Expected

Teacher assignments and credentials: Maintain 100% Highly Qualified - Properly credentialed teachers

## Actual

Met  
100% of our teachers are properly credentialed. During 2018/19, we hired seven new teachers. Three of these new teachers had their intern credentials and four were in TCIP year 1. Of our three probationary teachers, one was in TCIP year 1 and two were in TCIP year 2. One TCIP year 2 teacher was able to clear her credential this year.

**Expected**

Williams Certification: Maintain 100% access to standard-aligned materials

Improved facilities and infrastructure: All schools and facilities will meet Williams Certification standards

**Actual**

Met  
Williams USD was able to provide all students with access to standards-aligned materials during the 2018/19 school year.

Met  
All schools and facilities met Williams Act Certification Standards.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

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.

**Actual Actions/Services**

We were able to recruit and retain properly credentialed teachers for the 2018/19 school year. Due to implementation of school reform in TK-3, a number of teachers left the district at the end of the 2017/18 school year. Staff turnover is often a by product of the school reform process

**Budgeted Expenditures**

\$11,000  
LCFF Supplemental/Concentration  
\$9,130 Certificated Personnel Salaries  
\$1,870 Employee Benefits

**Estimated Actual Expenditures**

\$1,300  
LCFF  
Supplemental/Concentration  
\$1,000 Books and Supplies  
\$300 Services and Other  
Operating Expenditures

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

.We were able to recruit properly credentialed teachers to replace those that left the district enabling us to rebuild our TK-3 staffing configuration.  
At our 4th-12th grade sites in 2018-19, we were able to recruit and retain a diverse group of highly qualified teachers who worked collaboratively to build their capacity to close the achievement gap and to create a rigorous learning environment for students.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

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.

**Actual Actions/Services**

During 2018/19, we hired seven new teachers. Three worked on intern credentials and four were in TCIP year 1. In Of our three probationary teachers, one was in TCIP year 1 and two were in TCIP year 2. One TCIP year 2 teacher was able to clear her credential this year.

**Budgeted Expenditures**

\$6,747  
LCFF Supplemental/Concentration  
\$5,600 Certificated Personnel Salaries  
  
\$1,147 Employee Benefits

**Estimated Actual Expenditures**

0

**Action 3**

**Planned Actions/Services**

5.3 Purchase standards-aligned instructional materials.

**Actual Actions/Services**

The following standards-aligned instructional materials were purchased in 2018-19:  
ELA materials for 7th - 12th grades  
Science materials for 7th - 12th grades  
Mathematics materials for 7th - 12th grades

**Budgeted Expenditures**

\$73,676  
LCFF  
Supplemental/Concentration  
Books and Supplies

**Estimated Actual Expenditures**

\$178,327  
LCFF  
Supplemental/Concentration  
\$165,991 Books and Supplies  
\$12,336 Services and Other  
Operating Expenditures

**Action 4**



**Planned Actions/Services**

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

**Actual Actions/Services**

In 2017-18, our 10 year Facilities Construction Master Plan was completed. This Master Plan was vetted by district stakeholders. In 2018-19, we continued to work toward modernization of school facilities according to our Facilities Master Plan. This work focused on the development of design plans for the Jr./Sr.High School North and South wings, on infrastructure work in preparation for the gym modernization and on construction of the Jr/Sr. High School Fitness Center. In addition, design and infrastructure work was completed for the new elementary school multi-purpose building and the MPB construction work began.

**Budgeted Expenditures**

\$306,694  
LCFF Supplemental/Concentration  
\$37,197 Classified Personnel Salaries  
  
\$19,155 Employee Benefits  
\$203,310 Books and Supplies  
\$47,032 Capital Outlay

**Estimated Actual Expenditures**

\$616,887  
LCFF  
Supplemental/Concentration  
\$35,559 Classified Personnel Salaries  
\$18,950 Employee Benefits  
\$242,559 Books and Supplies  
\$87,789 Services and Other  
Operating Expenditures  
\$232,030 Capital Outlay

**Action 5**

**Planned Actions/Services**

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

**Actual Actions/Services**

Adequate and ongoing transportation (from and to home) was provided to our English Learners & Migrant (McKinney Vento) students during 2018/19. Also, funding for field trip opportunities was provided so that students may benefit from real world experiences that enhance their school-based learning and co-curricular activities.

**Budgeted Expenditures**

\$135,000  
LCFF  
Supplemental/Concentration Services and Other Operating Expenditures

**Estimated Actual Expenditures**

\$135,000  
LCFF  
Supplemental/Concentration Services and Other Operating Expenditures

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

In 2018-19, we applied for the following grants: 1) the CTE Construction grant to modernize our AgScience and Farm Mechanics CTE Pathway; 2) an Agricultural Enhancement grant; 3) after-school grants to support socio-emotional related services and to enhance the secondary Digital Pathway; 4) ASSETS grant for High School after-school program support.

\$15,000  
LCFF  
Supplemental/Concentration  
Services and Other Operating  
Expenditures

\$15,000  
LCFF  
Supplemental/Concentration  
Services and Other Operating  
Expenditures

## Analysis

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

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

All Actions and Services related to Goal #5 were implemented as expected.

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

All Actions and Services were effectively implemented and expected outcomes were met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 5.1 we were looking at offering incentive bonuses for BCLAD Dual Immersion Teachers we were looking at hiring. It turns out due to teacher union issues, we were not able to do this causing a material difference of \$10,000.

In Action 5.2 we were looking at funding our BTSA/TCIP program through LCAP; however, we ended up funding it through our Title II and covering all costs through this fund, causing a material difference of \$6,747.

In Action 5.3 we had to purchase new English Language Arts & Science textbooks for grades 7-12 causing increased cost and a material difference of \$104,651.

In Action 5.4 we increased access to 21st Century technology and obtained Pro-wise devices for all classrooms in grades 4-12 as well as updated 1-1 devices for students in grades TK-2 causing a material difference of \$310,191.

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

No changes were made to this goal, expected outcomes or metrics.

One Action/Service was modified as follows:

Action 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.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

Involvement Process:

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

- a. Share 2018-2019 LCAP Goals, Actions & Services (Fall 2018)
- b. Share & Analyze Data Findings & Annual Updates from 2017-2018 school year (Fall 2018)
- c. Obtain input/recommendations on goals, actions and services for 2019-20 school year (Spring 2019)
- d. Update stakeholders on changes to LCFF Indicators/CA Dashboard and LCAP Template (Spring 2019)
- e. Share the 2019-2020 draft LCAP changes & updates & Obtain Final recommendations (Spring 2019)
- f. Final Public Input & Public Hearing (Late Spring 2019)

The goals, actions and services of the 2017-2018 LCAP were shared in the Fall. In addition, LCFF indicators, CA Dashboard and local data was shared for analysis as well. Stakeholders and staff had an opportunity to ask questions, engage in discussion and ultimately, provided input and recommendations for the coming 2019-2020 LCAP Goals, Actions and Services.

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

DISTRICT STAKEHOLDER MEETINGS:

September 12, 2018: Met w/ community stakeholders to share 2018-2019 LCAP Goals, Actions & Services & Share Annual Update Data Findings

October 10, 2018: to review implementation & progress of 2018-2019 LCAP Goals, Actions & Services

November 14, 2019: Met with community stakeholders to Share & Data Findings & Annual Updates from 2017-2018 school year using LCFF Indicators/CA Dashboard & any Local Outcome Data.

February 13, 2019: Met with community stakeholders to Share STATUS & CHANGE on LCAP Actions/Services and up to date LCAP budget expenditures.

April 5, 2019: Met with community stakeholders to obtain input, recommendations and prioritize revisions to Goals, Actions & Services the for 2019-20 LCAP.

March 24, 2019: Met with community stakeholders to obtain input, recommendations and prioritize revisions to Goals, Actions & Services the for 2019-20 LCAP.

May 8, 2017: Met with community stakeholders to share the 2017-2018 draft LCAP changes/updates & obtain final input.

#### DISTRICT CABINET & ADMINISTRATOR MEETINGS:

August 14, 2018: Met w/ Admin. to review 2018-2019 LCAP Goals, Actions & Services and align them to their site SPSAs

September 5, 2018 Met with Cabinet to share 2018-2019 LCAP Goals, Actions & Services

September 11, 2018: Meet w/ Admin. to review 2018-2019 CA Dashboard Data and their site SPSAs' alignment to LCAP in order to submit them for Board Approval in October.

October 2, 2018: Met w/Cabinet to to share Data Findings and review 2018-2019 Goals/Actions/Services

December 4, 2018: Met w/ Cabinet to review progress of 2018-2019 LCAP Goals, Actions & Services

January 15, 2019: Met w/Admin. to go over how they will obtain input from their site stakeholders for LCAP changes/updates and obtain input for LCAP revisions or modifications.

February 5, 2019: Met w/Cabinet to obtain input on possible changes to LCAP Goals/Actions/Services & new changes to LCFF Indicators, CA Dashboard and LCAP Template

April 9, 2019: Met to review input from stakeholders at their sites and prioritize recommendations for modifications and changes to LCAP Goals/Actions/Services

May 17, 2019: Met with Cabinet to share the 2019-2020 draft LCAP and prioritize changes/updates & obtain final recommendations & input

June 10, 2019: Meet w/Admin. to review final LCAP draft for 2019-2020 prior to Public Hearing

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

SCHOOL SITE STAFF/ELAC/SSC & PTO:

October, 2018: Site Administrators meet w/site staff & parent groups to share Data Findings and review 2018-2019 Goals/Actions/Services  
November, 2018: Site Administrators meet with site staff & parents to review & share 2018-2019 LCAP & SPSAs' implementation progress.  
January, 2019: Site Administrators share with site staff 2018-2019 LCAP's Status & Change progress.  
February-April, 2019: Administrators meet with staff & parent groups to obtain input on strengths of LCAP and possible changes to LCAP Goals/Actions/Services & Prioritize suggestions.

DELAC/M-PAC District Advisory Groups:

October 15, 2018 Met with DELAC & M-PAC to share 2018-2019 LCAP Goals, Actions & Services & implementation Progress.  
November 9, 2018: to share 2018-2019 LCAP Goals, Actions & Services Status & Progress.  
January 14, 2019: Met with DELAC/MPAC to share Data Findings & Annual Updates from 2018-2018 school year & new changes to LCFF Indicators/CA Dashboard and LCAP Template  
February 15, 2019: Met with DELAC/MPAC to obtain input/recommendations on strengths and recommendations from LCAP on goals, actions and services to develop 2019-2020 LCAP  
April 15, 2019: Met with DELAC/MPAC to share the 2019-2020 draft LCAP to prioritize changes/updates & obtain final recommendations & input  
June 4, 2019: Meet to review final LCAP draft for 2017-2018 with changes prior to Public Hearing

REPRESENTATION UNITS:

September, 2018 Did not meet with WTA to share 2018-2019 LCAP Goals, Actions & Services  
September, 2018 Did not meet with CSEA to share 2015-2016 LCAP Goals, Actions & Services  
November, 2018: Did not meet with WTA/CSEA to share implementation progress of 2018-2019 LCAP  
December 7, 2018: Met with WTA/CSEA to Share Data Findings, STATUS & CHANGE to recommend changes in Annual Updates from LCAP  
March 2, 2019: Met with WTA to obtain input on strengths & prioritize recommendations on goals, actions and services in order to make changes to the 2019-2020 LCAP.  
April 1, 2019: Met with Classified Confidential Management staff to obtain input on strengths & prioritize recommendations on goals, actions and services in order to make changes to the 2019-2020 LCAP.  
April 8, 2019: WTA refused to meet & obtain input on strengths & prioritize recommendations on goals, actions and services in order to make changes to the 2019-2020 LCAP.

STUDENTS INPUT MEETINGS:



February - March, 2019: Site Administrators met with Student stakeholders to share Data Findings & Annual Updates from 2017-2018 school year & obtain input on strengths of LCAP, recommendations and prioritization for the 2019-2020 LCAP.

#### SCHOOL BOARD MEETINGS:

October 23, 2018 Met w/School Board to review progress of 2018-2019 LCAP Goals, Actions & Services & implementation.

November 15, 2018: Met w/School Board to share 2017-2018 CA Dashboard & Academic Data for district and school sites.

March 19, 2019 Met w/School Board to review CA Dashboard Data findings share LCAP Annual Updates and obtain input on possible LCAP changes for 2019-2020 LCAP.

June 11, 2019: School Board has Draft LCAP Public hearing & final input and comments

June 12, 2019: WUSD Board Reading & Approval of Final LCAP Draft

July 18, 2019: WUSD Board Approves Final LCAP and submits to Colusa COE for final approval

#### APPROVAL TIMELINE:

Submitted for public hearing:

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

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

6/6/19: Draft LCAP Available for public view and available for stakeholder comment

6/6/19: Submit Draft LCAP to Colusa COE for review and feedback prior to formal submittal

6/11/19: School Board MTG for Draft LCAP Public hearing & final input and comments

6/12/19: WUSD Board Reading & Approval of Final LCAP Draft

7/7/19: CCOE Board approves LCAP and budget with minor corrections or recommendations to be made

7/18/19: WUSD Board Approves Final LCAP and submits to Colusa COE for final approval

## Impact on LCAP and Annual Update

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

The impact of stakeholder involvement on the LCAP was significant. Needs were assessed through conversations, meetings and available data. Williams USD worked made the document a reflection of all stakeholder group's needs and being that this is year three of the rolling LCAP, no changes were made to the Goals; minor changes made to the Actions and Services of each LCAP Goal.

Available data gathered from the CA Dashboard and local data were shared with stakeholders and used it to engage them in analysis and discussions that helped to make some needed changes in the LCAP for the 2019-2020 school year. Data shared included: student achievement data, performance data, ELPAC, graduation rates, suspension and expulsion data, local, state and site data, cohort results, conversations and meeting notes – all available state and district assessments were used. Both quantitative and qualitative data available was reviewed several times as was the input of all stakeholders. The timeline indicates the whole year's process and meeting times taken engage stakeholders to develop and vet an LCAP draft. We were able to meet timelines for the 2019-2020 LCAP process.

There was positive feedback on goals that were accomplished. The LCAP was redone two years ago due to Sub-Goals added to the four Goals, which in turn became actual goals. This turned an LCAP of four goals into 32 goals. We now only have five goals with actions and services that for the most part will continue on the 2019-2020 LCAP. The Local Indicators were also redone and gathering data was much more manageable.

Input and recommendations from stakeholder meetings were as follows:

1. Continue to use the Daggett System for Effective Instruction framework to improve district-wide cohesion & alignment with initiatives that run TK-12 (Achievement Data Teams & DSEI).
2. Continue PBIS implementation and add a Learning Support Specialist that can work improving our scholars' socio-emotional needs TK-12.
3. More technology is needed but also need and add an IT Coach to insure staff is supported so implementation and use can be effective
4. Increase support services to target subgroups
5. Continue with the goals that are providing results.
6. Strengthen the EL Program an EL Resource teacher.
7. Provide and increase parent involvement and training for EL Parents
8. College and career readiness is important, continue to develop the pathways and hire an Internship Coordinator.
9. Implement SEAL 4-6 so we can meet EL Roadmap's state policy.
10. Implement AVID schoolwide at Williams Jr./Sr. High
11. Pilot "Leader-In-Me" at WUES
12. Increase SPED services to improve current "RED" indicators in Discipline, ELA and Math.
13. Switch from SRI & Reading Counts to Renaissance Learning
14. Add a PD day and extended Friday Release for Planning, Preparation and Meaningful Professional Development that is tied to our districtwide and school site initiatives.
15. Increase our nurse services to 1FTE.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

## Goal 1

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

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 2, 4, 7, 8

**Local Priorities:**

**Identified Need:**

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

WUSD must increase Rigor, Relevance & Engagement:

- raise achievement of all students by providing rigorous, standards-based instruction that is aligned TK-12 and designed to develop students' 21st Century skills
- provide professional development to teachers so that they may provide the highest quality of instruction to all students and appropriately assess each student's progress toward meeting or exceeding grade level expectations using effective first best teaching practices
- utilize the data to inform instructional decisions and support learning for all WUSD scholars using the Achievement Data Team Process (ADT) and Instructional Leadership Teams (ILT)
- increase the percentage of EL students making progress toward proficiency on the California Dashboard indicator for English Learners making progress toward English proficiency

### Expected Annual Measureable Outcomes

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220

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

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

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

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

English Language  
Arts (3-8) California  
School Dashboard

4 Student Groups- 1 in  
Red or Orange  
All students - Yellow  
Status: Low (61.4 points  
below level 3)  
Change: Maintained + 1.8  
points  
Student Groups -  
Performance as reported  
on the California School  
Dashboard:  
All - Yellow  
English Learners- Yellow  
Socioeconomically  
Disadvantaged - Yellow  
Students with Disabilities-  
Red  
Hispanic - Yellow

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

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

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.

Mathematics (3-8)  
California School  
Dashboard

4 Student Groups-1 in Red  
or Orange  
All students - Yellow  
Status: Low (72.8 points  
below level 3)  
Change: Maintained + 1.1  
points  
Student Groups:  
All - Yellow  
English Learners- Yellow  
Socioeconomically  
Disadvantaged - Yellow  
Students with Disabilities -  
Red  
Hispanic - Yellow

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

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

Improved Math  
performance for individual  
Student Groups as reported  
on the California School  
Dashboard Math  
Assessment Report for  
Williams Primary ES and  
Williams Upper ES;  
however, significantly  
dropped in grades 7-12 at  
the Williams Jr./Sr. High  
School.

English Learner  
Progress (K-12)  
California School  
Dashboard  
(Which includes  
progress toward  
English Proficiency  
and  
Reclassification)

English Learners - Yellow  
Status: Low (+64.3%)  
Change: + 2.2 %

Improved English Learner  
Progress as reported on  
the California School  
Dashboard ELA  
Assessment Report.

Continue to improve  
English Learner Progress  
as reported on the  
California School  
Dashboard ELA  
Assessment Report.

Continue to improve  
English Learner Progress  
as reported on the  
California School  
Dashboard ELA  
Assessment Report.

Daggett System for Effective Instruction (DSEI) Survey & Rubrics

Beginning Level

Completed the Emerging phase of implementation.

Goal is to merge into the Developed stage.

Due to changes in staffing try to maintain in the Emerging.

Data re: staff participation in PD related to meeting needs of English learners including:  
-Reclassification process,  
-Sobrato Early Academic Language (SEAL) & other research-based models/ strategies designed to enable ELs to access Core ELA/ELD standards and teach in Tandem using "Integrated" and "Designated" ELD.

Site administrators have participated in PD related to reclassification process.

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

All teachers participated in PD related to the reclassification process

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

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

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

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

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

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

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

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

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

# Planned Actions/Services

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

## Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.1 Adopt a research-based framework

1.1 Adopt the DSEI (Daggett System for

1.1 Adopt the DSEI (Daggett System for



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

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$20,000	\$10,000
Source	0	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
Budget Reference	0	\$20,000 Services and Operating Expenditures	Services and Other Operating Expenditures

### Action #2

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served****Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

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

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$22,667.00 \$22,667.00 \$4,200.00 \$4,200.00 Total: \$53,734	\$63,400	\$61,325
<b>Source</b>	LCFF Supplemental (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	5000-5999: Services and Other Operating Expenditures	\$3,000 Certificated Personnel Salaries \$802 Employee Benefits \$400 Books and Supplies \$59,198 Services and Other Operating Expenditures	Services and Other Operating Expenditures

## Action #3

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

**Students to be Served****Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

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

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

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 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.

implementing rigorous, differentiated instruction, based on data, to meet the needs of all students, including identified subgroups.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	$\$29,750.00 + \$29,750.00 = \$59,500.00$ (5000-5999) $\$15,158.00 + \$15,158.00 = \$30,316.00$ (4000 -4999) $\$32,092.00 + \$32,092.00 = 64,184.00$ (1000-3999)	\$90,000	\$137,000
<b>Source</b>	LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 1000-3999: Salaries and Benefits	\$25,000 Certificated Personnel Salaries \$6,671 Employee Benefits \$1,000 Books and Supplies \$57,329 Services and Other Operating Expenditures	Services and Other Operating Expenditures

### Action #4

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$72,440.00 \$72,439.00 \$42,783.00 \$42,783.00 Total=\$230,445.00	\$72,914	\$76,996
<b>Source</b>	LCFF Supplemental (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	\$53,383 Certificated Personnel Salaries \$19,531 Employee Benefits	\$56,660 Certificated Personnel Salaries \$20,336 Employee Benefits

## Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

Specific Grade spans, TK-K

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

1.5 Continue implementation of Full Day funded TK & K. Begin Dual Immersion Strand implementation to support the assets of student's home language (Spanish) and build the PK12 Interpreter/Translator Pathway by integrating SEAL PK6 in partnership with Colusa County Office of Education.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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<b>Amount</b>	\$59,977.00 \$59,977.00 Total =119,954.00	0	\$19,467
<b>Source</b>	LCFF Supplemental (0000)	0	LCFF Supplemental/Concentration
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	0	\$15,010 Classified Personnel Salaries \$4,457 Employee Benefits

## Action #6

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

## Actions/Services

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

New

### 2017-18 Actions/Services

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

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

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

Modified

### 2018-19 Actions/Services

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

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

Modified

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$53,030.00 \$53,029.00 Total=106,059.00	\$115,611	\$117,517
<b>Source</b>	LCFF Supplemental (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration

**Budget Reference**

1000-1999: Certificated Personnel Salaries

\$86,996 Certificated Personnel Salaries  
\$28,615 Employee Benefits

\$88,372 Certificated Personnel Salaries  
\$29,145 Employee Benefits

**Action #7**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

No Action existed for Special Education Subgroup

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

1.7 Integrate and provide Special Education services and staff to align and integrate services, as well as improve outcomes of this particular scholar subgroup in the areas of ELA, Mathematics & Student Discipline. Include teacher sin PD and systems that will monitoring and support SPED scholars.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$850,000	\$1,040,707
Source	0	LCFF	LCFF
Budget Reference	0	\$850,000 Tuition	Tuition

### Action #8

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

#### Students to be Served

All Students

#### Location(s)

Specific Schools, Williams Primary & Williams Upper Elementary

**OR**

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

**Students to be Served****Scope of Services:****Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	N/A	\$228,844
<b>Source</b>	N/A	N/A	LCFF Supplemental/Concentration
<b>Budget Reference</b>	N/A	N/A	\$157,961 Certificated Personnel Salaries \$43,883 Employee Benefits \$27,000 Services and Other Operating Expenditures

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

Unchanged

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 4, 5

**Local Priorities:**

### Identified Need:

The district's high school graduation rate is very high (94.9%) and should be maintained. In addition, we had a small number (1.6%) of students meeting the criteria for college/career preparedness; now it is 50.5% and also needs to be maintained or increased. There is also a need to increase student participation/completion of A-G courses, Dual Enrollment course seats and increase in student access to/engagement in career pathways, electives/co-curricular programs, and use of technological resources for 21st Century learning.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<p>Graduation Rate (9-12) California School Dashboard</p>	<p>All students - Blue Status: Very High (96.5%) Change: Increased Significantly + 11.9 %</p>	<p>Maintained Blue status as reported by the California School Dashboard.</p>	<p>Maintain Blue status as reported by the California School Dashboard.</p>	<p>Increase to Green status as reported by the California School Dashboard.</p>
<p>College/Career Indicator California School Dashboard</p>	<p>College/Career Levels- Prepared: 1.6% Approaching Prepared: 14.5% Not Prepared: 83.9%</p>	<p>Increased improvement in the College/Career Indicator of the California School Dashboard Prepared: 34.6% Approaching Prepared: 24.7% Not Prepared: 40.7%</p>	<p>Continue to show improvement in the College/Career Indicator of the California School Dashboard</p>	<p>Continue to show improvement in the College/Career Indicator of the California School Dashboard.</p>
<p>Percentage of Students Successfully Completing A-G Courses</p>	<p>53.4%</p>	<p>Maintained percentage higher than state average 30%</p>	<p>Maintain percentage higher than state average</p>	<p>Maintain percentage higher than state average</p>



Number of Students Taking AP Exams and Percentage Passing AP Exams

Taking: 58  
Passing: 48.3%

Taking: Increase by 10% over prior year  
Passing: Increase by 5%  
2017 = 42% Took AP  
2017 = 29% Passed

Taking: Increase by 10% over prior year  
Passing: Increase by 5%

Taking: Increase by 10% over prior year  
Passing: Increase by 5%

Percent of students participated & demonstrated college preparedness in Early Assessment Programs

61% Ready for College EAP in English in 2016.

Increased the percent of students participating and demonstrating college preparedness in EAP

Continue to increase the percent of students participating and demonstrating college preparedness in EAP

Continue to increase the percent of students participating and demonstrating college preparedness in EAP

Pupil Outcomes. Percent of students participating in a CTE course

265 7th - 12th grade students (50%) participated in CTE courses.

Completed a CTE course sequence

Goal is to complete a second CTE course sequence

Goal is to complete a third and fourth CTE course sequence

Increase Course Seats in Dual Enrollment annually.

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

N/A

N/A

2019-2020 = 310 Dual Enrollment Course Seats

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

Specific Schools, Williams Junior/Senior High School

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18**

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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 prep-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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$16,922.00 \$16,921.00 \$8,539.00 \$8,538.00 \$48,028.00 \$48,028.00 \$8,539.00 \$8,539.00 \$112,980.00 \$112,980.00	\$433,079	\$475,917
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	1000-3999 Salaries and Benefits 5800: Professional/Consulting Services And Operating Expenditures	\$287,526 Certificated Personnel Salaries \$115,553 Employee Benefits \$ 30,000 Services and Other Operating Expenditures	\$335,490 Certificated Personnel Salaries \$110,427 Employee Benefits \$30,000 Services and Other Operating Expenditures

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

**Actions/Services**

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Actions/Services to begin SY 2018-19.

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	0	\$112,143	\$82,057
<b>Source</b>	0	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	0	\$80,000 Certificated Personnel Salaries \$32,143 Employee Benefits	\$54,288 Classified Personnel Salaries \$27,769 Employee Benefits

### Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

### Actions/Services

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

New

**2017-18 Actions/Services**

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

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

Modified

**2018-19 Actions/Services**

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

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

Modified

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	0	\$365,345	\$406,210
<b>Source</b>	0	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	0	\$266,852 Certificated Personnel Salaries \$98,493 Employee Benefits	\$296,373 Certificated Personnel Salaries \$109,837 Employee Benefits

## Action #4

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

Specific Schools, Williams Junior/Senior High School

## Actions/Services

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

New

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

Modified

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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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



Pathways grant)

and real world application projects.

and real world application projects.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$30,000	\$10,000
Source	0	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
Budget Reference	0	\$30,000 Services and Other Operating Expenditures	\$5,000 Books and Supplies \$5,000 Services and Other Operating Expenditures

### Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

### Actions/Services

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

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

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

Modified

Modified

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

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

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

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

### Budgeted Expenditures

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

## Action #6

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

All Schools

## Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$82,190.00 \$82,190.00 Total=164,380.00	\$126,096	\$90,000
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	5000-5999: Services and Other Operating Expenditures	\$44,317 Certificated Personnel Salaries \$11,824 Employee Benefits \$69,955 Services and Other Operating Expenditures	\$59,797 Certificated Personnel Salaries \$11,563 Classified Personnel Salaries \$16,187 Employee Benefits \$2,453 Books and Supplies

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

Unchanged

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 4, 5, 6

**Local Priorities:**

### Identified Need:

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

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

development levels.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate - California School Dashboard	All Students: Green 4.3%, -0.6% English Learners: Orange 4%, +.4% Socioeconomically Disadvantaged: Green 4.3%, -0.5% Students with Disabilities: Orange 5.8%, +1.5% Hispanic: Green 4.1%, -0.7% White: Orange 5.8%, -0.2%	Maintained Green or Blue ratings for the following subgroups: All Socioeconomically Disadvantaged Hispanic  Showed decreased suspension rates for the following subgroups: English Learner Students with Disabilities White	Maintain Green or Blue ratings for the following subgroups: All Socioeconomically Disadvantaged Hispanic  Show decreased suspension rates for the following subgroups: English Learner Students with Disabilities White	Maintain Green or Blue ratings for All students and subgroups
Expulsion Rate	0%	Maintained rate	Maintain rate	Maintain rate
Middle School Dropout Rate	0% Dropout Rate	Maintained rate	Maintain rate	Maintain rate

High School Dropout Rate	.5% Dropout Rate	Improvement in Dropout Rate Indicator over prior year	Improvement in Dropout Rate Indicator over prior year until 0%	Improvement in Dropout Rate Indicator over prior year until 0%
Attendance Rates	School attendance rate - 94.7%	Maintained the school attendance rate above 94.7%	Maintain the school attendance rate above 94.7%	Maintain the school attendance rate above 94.7%
Chronic Absenteeism Rates	All Students: 5.5% in 2016-17	Improvement in Chronic Absenteeism Rate over prior year	Improvement in Chronic Absenteeism Rate over prior year	Improvement in Chronic Absenteeism Rate over prior year

English Language  
Arts (3-8) -  
California School  
Dashboard

4 Student Groups- 1 in  
Red or Orange  
All students - Yellow  
Status: Low (61.4 points  
below level 3)  
Change: Maintained + 1.8  
points

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

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

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

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



Mathematics (3-8) -  
California School  
Dashboard

4 Student Groups-1 in Red  
or Orange  
All students - Yellow  
Status: Low (72.8 points  
below level 3)  
Change: Maintained + 1.1  
points  
Student Groups:  
All - Yellow  
English Learners- Yellow  
Socioeconomically  
Disadvantaged - Yellow  
Students with Disabilities -  
Red  
Hispanic - Yellow

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

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

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

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18**

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

3.1 Work towards transforming the district culture into one that uses Lifeskills & Lifelong Guidelines as the tools for collaboration and building 21st Century Skills for the Global economic workforce. In addition, support a positive school climate and culture through the use of tools for collaboration and support such as Multitiered Support Systems (MTSS), Lifeskills & Lifelong Guidelines, PBIS, Leader In Me, Anti-Bullying and Peace Builders.

**2019-20 Actions/Services**

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$5,000	\$34,000
Source	0	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
Budget Reference	0	\$5,000 Services and Other Operating Expenditures	\$1,066 Books and Supplies \$32,934 Services and Other Operating Expenditures

## Action #2

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

## Actions/Services

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

New

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

Modified

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

Modified

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

3.2 Support a positive school climate and culture through the use 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)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00 \$2,000.00 \$10,000.00 Total = 14,000.00	\$241,924	\$249,745

<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000) MTSS (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	5000-5999: Services and Other Operating Expenditures	\$182,873 Certificated Personnel Salaries \$59,051 Employee Benefits	\$187,409 Certificated Personnel Salaries \$60,946 Employee Benefits \$1,390 Services and Other Operating Expenditures

### Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

## Actions/Services

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

Modified

### 2017-18 Actions/Services

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

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

Modified

### 2018-19 Actions/Services

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

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

Modified

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,092.00 \$32,092.00 Total=\$64,184.00	\$83,045	\$87,929
Source	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration

**Budget Reference**

1000-3999 Salaries and Benefits

\$59,965 Certificated Personnel Salaries  
\$23,080 Employee Benefits

\$63,754 Certificated Personnel Salaries  
\$24,175 Employee Benefits

## Action #4

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Schoolwide

Specific Schools, Williams Junior/Senior High School

## Actions/Services

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$5,000.00 \$5,000.00 Total=10,000.00	\$37,600	\$37,634
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	4000-4999: Books and Supplies	\$34,059 Classified Personnel Salaries \$3,541 Employee Benefits	\$34,050 Classified Salaries \$3,584 Employee Benefits

**Action #5**

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

**Students to be Served**

**Location(s)**



N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Schoolwide

Specific Schools, Williams Elementary School

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.6 Develop a Literacy Focused Support Program for students with identified needs. This program will be staffed by trained para-professionals who work under the supervision the Reading Specialist

Not Funded in 2018-19.

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.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$43,412.00 \$43,412.00 Total=86,824.00	This service will be provided by the Literacy Support Teacher in another action as para-educators were laid-off.	0
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	0	0
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	0	0

## Action #6

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

Specific Schools, Williams Elementary School

## Actions/Services

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

Modified

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

Unchanged

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

Modified

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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).

## Budgeted Expenditures

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

## Action #7

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$20,334.00 \$20,333.00 Total = \$40,667.00	\$45,237	\$48,229
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	\$35,422 Certificated Personnel Salaries \$9,815 Employee Benefits	\$37,207 Certificated Personnel Salaries \$11,022 Employee Benefits

## Action #8

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

\_\_\_\_\_

**Scope of Services:**

\_\_\_\_\_

**Location(s)**

\_\_\_\_\_

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

New

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

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

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

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

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

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

## Budgeted Expenditures

Year 2017-18

2018-19

2019-20

<b>Amount</b>	\$24,387.00 \$24,386.00 Total=48,773.00	\$73,122	\$155,901
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	\$51,728 Certificated Personnel Salaries \$ 21,394 Employee Benefits	\$110,651 Certificated Personnel Salaries \$45,250 Employee Benefits

## Action #9

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

New

### 2017-18 Actions/Services

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

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

Modified

### 2018-19 Actions/Services

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

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

Modified

### 2019-20 Actions/Services

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.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$34,354.00  
 \$34,354.00  
 Total=\$68,708.00  
  
 \$3,500.00  
 \$3,500.00  
 Total=\$7,000.00

\$61,918

\$55,100



<p><b>Source</b></p>	<p>LCFF Supplemental (0000)          LCFF Concentration (0000)          LCFF Supplemental (0000)          LCFF Concentration (0000)</p>	<p>LCFF Supplemental/Concentration</p>	<p>LCFF Supplemental/Concentration</p>
<p><b>Budget Reference</b></p>	<p>1000-3999 Salaries and Benefits           5800: Professional/Consulting Services          And Operating Expenditures</p>	<p>\$38,860 Certificated Personnel Salaries          \$16,058 Employee Benefits          \$7,000 Services and Other Operating          Expenditures</p>	<p>Services and Other Operating          Expenditures</p>

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

Unchanged

## Goal 4

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 6

**Local Priorities:**

### Identified Need:

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

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Number of parents participating in the annual Parent Survey, includes parents of unduplicated pupils and individuals with exceptional needs.

25 parents responded to the spring survey in 2017.

The number of parents responding to the annual survey increased by 10% from the previous year.

The number of parents responding to the annual survey will increase by 10% from the previous year.

The number of parents responding to the annual survey will increase by 10% from the previous year.

There will be an increase in the number of EL and parents of Special Needs students reporting satisfaction with home/school communication on the Parent Survey

15 parents report being satisfied with communication from their school.

The number of parents reporting being satisfied with the communication from their school on the annual Parent survey increased by 10% from the previous year.

The number of parents reporting being satisfied with the communication from their school on the annual Parent survey will increase by 10% from the previous year.

The number of parents reporting being satisfied with the communication from their school on the annual Parent survey will increase by 10% from the previous year.

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

20 EL parents participated in district sponsored parent programs during the 2016-17 school year.

Parent participation in district sponsored parent programs increase by 10% from the previous year.

Parent participation in district sponsored parent programs will increase by 10% from the previous year.

Parent participation in district sponsored parent programs will increase by 10% from the previous year.

Student surveys on Safety and School Connectedness

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

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

Increase % of student satisfaction on CHKS Survey from prior year in :  
 Feeling Safe  
 Academic Motivation (Motivation)  
 Meaningful Participation (Satisfaction)  
 Connectedness (Encouragement)  
 Caring Relationship (Treatment)

Increase % of student satisfaction on CHKS Survey from prior year in :  
 Feeling Safe  
 Academic Motivation (Motivation)  
 Meaningful Participation (Satisfaction)  
 Connectedness (Encouragement)  
 Caring Relationship (Treatment)

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

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

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

New

Unchanged

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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).

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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<b>Amount</b>	\$10,000.00 \$10,000.00 Total=\$20,000.00	\$10,000.00 \$10,000.00 Total=\$20,000.00	\$42,000
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration
<b>Budget Reference</b>	5800: Professional/Consulting Services and Operating Expenditures	5800: Professional/Consulting Services and Operating Expenditures	Services and Other Operating Expenditures

### Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools



## Actions/Services

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

Modified

### 2017-18 Actions/Services

4.3 Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities. Continue to provide a District Liaison (1FTE) to serve as a parent advocate.

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

Modified

### 2018-19 Actions/Services

4.3 Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities. Continue to provide a District Liaison (1FTE) to serve as a parent advocate.

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

Modified

### 2019-20 Actions/Services

4.3 Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities. Continue to provide a District Liaison (1FTE) to serve as a parent advocate.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$107,691	\$93,133
Source	Funding Sources: LCFF Base (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
Budget Reference	2000-2999: Classified Salaries	\$77,162 Classified Personnel Salaries \$30,529 Employee Benefits	\$62,860 Classified Personnel Salaries \$30,273 Employee Benefits

## Action #4

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

## Budgeted Expenditures

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

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

Unchanged

## Goal 5

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

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1

**Local Priorities:**

### Identified Need:

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

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

## Expected Annual Measureable Outcomes

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

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

5.1 Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and in creating an enriched, rigorous 21st century learning environment using incentive bonuses when needed for specific positions that are in high demand.

5.1 Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and in creating an enriched, rigorous 21st century learning environment using incentive bonuses when needed for specific positions that are in high demand.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$2,500.00 \$2,500.00 Total=5,000.00	\$11,000	\$3,000
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	1000-3999 Salaries and Benefits	\$9,130 Certificated Personnel Salaries \$1,870 Employee Benefits	\$2,700 Books and Supplies \$300 Services and Other Operating Expenditures

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

Modified

### 2017-18 Actions/Services

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.

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

Modified

### 2018-19 Actions/Services

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.

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

Modified

### 2019-20 Actions/Services

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,004.00	\$6,747	0
Source	LCFF Supplemental (0000)	LCFF Supplemental/Concentration	0
Budget Reference	1000-3999 Salaries and Benefits	\$5,600 Certificated Personnel Salaries \$1,147 Employee Benefits	0



## Action #3

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

5.3 Purchase standards-aligned instructional materials.

### 2018-19 Actions/Services

5.3 Purchase standards-aligned instructional materials.

### 2019-20 Actions/Services

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.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$25,000.00 \$25,000.00 Total=\$50,000.00	\$73,676	\$75,000
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	4000-4999: Books and Supplies	\$73,676 Books and Supplies	\$50,000 Books and Supplies \$25,000 Services and Other Operating Expenditures

### Action #4

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

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

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

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

New

Modified

Modified

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

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

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.

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.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$52,461.00 \$52,461.00 Total=104,922.00	\$306,694	\$150,009

<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
<b>Budget Reference</b>	4000-4999: Books and Supplies	\$37,197 Classified Personnel Salaries \$19,155 Employee Benefits \$203,310 Books and Supplies \$47,032 Capital Outlay	\$37,689 Classified Personnel Salaries \$22,446 Employee Benefits \$4,874 Books and Supplies \$50,000 Services and Other Operating Expenditures \$35,000 Capital Outlay

## Action #5

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

## Actions/Services

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

New

2017-18 Actions/Services

5.5 Provide adequate, ongoing transportation to ensure student success.

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

Modified

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

## Budgeted Expenditures

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

## Action #6

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

New

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

Unchanged

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

Unchanged

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$7,500.00 \$7,500.00 Total=15,000.00	\$7,500.00 \$7,500.00 Total=15,000.00	\$7,500.00 \$7,500.00 Total=15,000.00
<b>Source</b>	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental (0000) LCFF Concentration (0000)	LCFF Supplemental (0000) LCFF Concentration (0000)
<b>Budget Reference</b>	5800: Professional/Consulting Services and Operating Expenditures	5800: Professional/Consulting Services and Operating Expenditures	5800: Professional/Consulting Services and Operating Expenditures

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

### Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increased or Improved Services: 26.1%

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

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

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

Meeting State Priorities 2 & 4

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

### Percentage to Increase or Improve Services

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



Meeting State Priorities 2,5,7,8

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

Meeting State Priority - 4, 5, 6

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

State Priority- 3

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

Meeting State Priority - 1

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

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

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

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

- Improve Music Programs that are Culturally Relevant - 1 FTE Music instructor. [Williams Primary & Upper Elementary Schools]
- Increase A-G COURSE access through Prep-Period Buy-outs as needed [Williams Jr./Sr. High School]
- Improve course grades through Intervention specialist (WHS) (Intervention Support Program Design Coordination) [Williams Jr./Sr. High School]

- Increase AP-TESTING [Williams Jr./Sr. High School]
- Increase Intervention support via a Literacy Specialist 1.75 FTE (.75 FTE 4/6 Coordination of Support/Interventions; .5FTE TK-1 Direct Support Intervention). [Williams Primary & Upper Elementary Schools]
- Increase socio-emotional services via (1FTE) 4th-12th grades [Williams Upper Elementary & Jr./Sr. High School]
- Improve drug detection- contracting for sniffing dog services & paying for student drug testing. [Williams Jr./Sr. High School]
- Improve School Readiness by adding PK & TK programs & parent trainings [Williams Primary Elementary School]

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

- Establish Data-Driven Decision-Making Teams to improve 1) TEACHING (Achievement Data Teams); 2) INSTRUCTIONAL LEADERSHIP (PLC's); & 3) ORGANIZATIONAL LEADERSHIP (PLC's)
- Improve LOCAL ASSESSMENTS - (Illuminate)
- Increase ELA/MATH-CCS implementation through Prof Development and COACHING (including use of best practices/strategies)
- Improve Instructional Technology Teacher Support through a TOSA-Coach
- Increase Implementation of a Summer Academy for 1st - 12th grades - (College course offerings, credit recovery, English Language Development, enrichment courses)
- Improve School Culture/Climate - Such as MTSS, Lifelong Guidelines, Life-Skills, PBIS districtwide
- Improve EL/SIG/FPM coordination of services using .30 FTE Administrator
- Improve Health & Well-being services via a .75 Health Specialist.
- Increase Parent Involvement (Parent Advocate; Parent Center, Project Inspire, Parent College capacity building programs)
- Improve district relations and communication with community & parents via District Liaison (1FTE)
- Probationary I and II teachers will all participate in the Tri County BTSA/TCIP program. Probationary II teachers will clear their credential as required by the State.
- Improving Consistency of High Quality Instruction in All Classrooms
- Support of Socio-emotional development of students

- 21st Century Teaching and Learning by increasing 1-1 connectivity
- Improve Transportation for students (English Learners) & Migrant Camp (McKenny-Vento Act)

## LCAP Year: 2018-19

### Estimated Supplemental and Concentration Grant Funds

Estimated Supplemental and Concentration Grant Funds:  
\$3,704,946.00

### Percentage to Increase or Improve Services

Percentage to Increase or Improve Services: 35.51%

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

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

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

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

- Improve Music Programs that are Culturally Relevant - .79 FTE Music instructor. [Upper Elementary Schools]
- Increase A-G COURSE access through Prep-Period Buy-outs as needed [Williams Jr./Sr. High School]
- Improve course grades through Intervention specialist (WHS) (Intervention Support Program Design Coordination) [Williams Jr./Sr. High School]

- Increase SAT/AP-TESTING [Williams Jr./Sr. High School]
- Increase Intervention support via a Literacy specialist 1.25 FTE (.75 FTE 4/6 Coordination of Support/Interventions; .5 FTE TK-1 Direct Support Intervention). [Williams Primary & Upper Elementary Schools]
- Increase mental health services via (1FTE) 4th-12th grades [Williams Upper Elementary & Jr./Sr. High School]
- Improve drug detection- contracting for sniffing dog services & paying for student drug testing. [Williams Jr./Sr. High School]
- Improve School Readiness by adding PK & TK programs & parent trainings [Williams Primary Elementary School]

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

- Establish Data-Driven Decision-Making Teams to improve 1) TEACHING (Achievement Data Teams); 2) INSTRUCTIONAL LEADERSHIP (PLC's); & 3) ORGANIZATIONAL LEADERSHIP (PLC's)
- Improve LOCAL ASSESSMENTS - (Illuminate)
- Increase ELA/MATH-CCS implementation through Prof Development and COACHING (including use of best practices/strategies)
- Improve Instructional Technology Teacher Support through a TOSA-Coach
- Increase Implementation of a Summer Academy for 1st - 12th grades - (College course offerings, credit recovery, English Language Development, enrichment courses)
- Improve School Culture/Climate - Such as MTSS, Lifelong Guidelines, Life-Skills, PBIS districtwide
- Improve EL/SIG/FPM coordination of services using .30 FTE Administrator
- Improve Health & Well-being services via a .75 Health Specialist.
- Increase Parent Involvement (Parent Advocate; Parent Center, Project Inspire, Parent College capacity building programs)
- Improve district relations and communication with community & parents via District Liaison (1FTE)
- Probationary I and II teachers will all participate in the Tri County BTSA/TCIP program. Probationary II teachers will clear their credential as required by the State.
- Improving Consistency of High Quality Instruction in All Classrooms
- Support of Socio-emotional development of students

- 21st Century Teaching and Learning by increasing 1-1 connectivity
- Improve Transportation for students (English Learners) & Migrant Camp (McKenny-Vento Act)

## LCAP Year: 2019-20

### Estimated Supplemental and Concentration Grant Funds

Estimated Supplemental and Concentration Grant Funds: \$4,047,093

### Percentage to Increase or Improve Services

Percentage to Increase or Improve Services: 37.5%

Williams Unified School District is focusing on districtwide services given the fact that our unduplicated pupil percentage is 92% of our student population. Therefore, we plan on using our LCAP funds to meet district-wide overall needs aligned to the eight state priority areas. We are focusing on improving and increasing services that will in turn support the unduplicated counts of supplemental and concentrated students in the areas outlined below.

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

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

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

- Improve support for collaboration during P.E. (Physical Education) at WUES & WES [Williams Upper Elementary Schools & Williams Primary Elementary School].
- Increase A-G COURSE access (& Dual Enrollment) through Prep-Period Buy-outs, as needed [Williams Jr./Sr. High School]
- Improve course grades through an Intervention Specialist (WHS) (Intervention Support Program Design

Coordination) [Williams Jr./Sr. High School]

- Increase AP-TESTING [Williams Jr./Sr. High School]
- Increase Dual Enrollment access by increasing our teacher pool with Masters degrees [Williams Jr./Sr. High School]
- Increase Intervention support via a Literacy/SEAL Coach (1FTE TK-1; 1FTE 2-3 & .75 FTE 4-6) [at Williams Primary & Upper Elementary Schools]
- Implement a Literacy-based Scholar Internship program to target summer support for students reading below grade level in grades K-4) Program) [Williams Primary & Upper Elementary Schools]
- Increase Mental Health services via a Learning Support Specialist (1FTE) 4th-12th grades (2 days at WUES and 3 days at WJr./Sr. High).
- Improve drug detection- contracting for sniffing dog services & pay for student drug testing. [Williams Jr./Sr. High School]
- Improve School Readiness by implementing Dual Immersion & parent trainings [Williams Primary Elementary School]
- Meet the CA EL Roadmap State policy's four principles through implementation of SEAL and Achievement Data Teams in grades K-6. [Williams Upper Elementary Schools & Williams Primary Elementary School].
- Implement AVID & GLAD strategies across content areas in grades 7-12. [Williams Jr./Sr. High School]

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

- Establish Data-Driven Decision-Making Teams to improve 1) TEACHING (Achievement Data Teams); 2) INSTRUCTIONAL LEADERSHIP (PLC's); & 3) ORGANIZATIONAL LEADERSHIP (PLC's)
- Improve LOCAL ASSESSMENTS - (Illuminate)
- Increase ELA/MATH-CCS implementation through Prof Development and COACHING (including use of best practices/strategies)
- Improve Instructional Technology Teacher Support through a TOSA-Coach, 1-1 devices & Prowise's in every classroom TK-12.
- Increase Implementation of a Summer Academy for 1st - 12th grades - (College course offerings, credit recovery, English Language Development & enrichment courses)

- Improve School Culture/Climate - Such as MTSS, Lifelong Guidelines, Life-Skills, PBIS districtwide
- Improve EL/SIG/FPM coordination of services using .30 FTE Administrator
- Improve Health & Well-being services via a 1 FTE Health Specialist & a Nurse Coach
- Increase Parent Involvement (Parent Advocate; Parent Center, Project Inspire, Parent College & Family Literacy Institute capacity building programs)
- Improve district relations and communication with community & parents via a District Liaison (1FTE)
- Probationary I and II teachers will all participate in the Tri County BTSATCIP program. Probationary II teachers will clear their credential as required by the State.
- Improving Consistency of High Quality Instruction in All Classrooms using GLAD, SEAL & Hattie high leverage strategies.
- Support of Socio-emotional development of students via a Learning Support Specialist (1FTE) and PBIS Implementation of Tier 1 and Tier 2.
- Provide scholars with 21st Century Teaching and Learning by increasing 1-1 connectivity & Blended Learning.
- Improve Transportation Home for students in Valley Ranch (English Learners) & Migrant Camp (McKenny-Vento Act).