

WILLOWS UNIFIED SCHOOL DISTRICT
Office of the Superintendent

DATE: October 8, 2015

AGENDA TOPICS: PI Year 3 LEA (Local Educational Agency) Plan
Evidence of Progress (2014-2015)

PRESENTER: Ellen Hamilton, Director of State & Federal
Programs

Background Information:

Willows Unified School District is in Program Improvement (PI) Year 3 Corrective Action and, as a result, the State Board of Education is required by Section 1116 of the Elementary and Secondary Education Act (ESEA) to obtain an ***“Evidence of Progress”*** report from our District that supports the following topics:

1. LEA Plan strategies and actions implemented during the 2014-2015;
2. LEA performance on summative assessment data; and
3. Evidence of annual communication with the local governing board.

Recommendations:

Approve the PI Year 3 LEA Plan Evidence of Progress (2014-2015) End-of-Year submission.

PI Year 3 LEA Plan Evidence of Progress (2014–15)
End-of-Year Submission: October 30, 2015
Local Educational Agency: Willows Unified School District
Submitted by: Mort Geivett, Superintendent

1. Summarize the LEA's progress towards implementation of the strategies and actions in the LEA Plan.

The LEA Plan was analyzed by Administrators and the District School Leadership Team (consisting of Board Members, Administrators, Teachers, Parents, Community Members, and students) to determine the most effective direction to implement the strategies and actions during the 2014-15 school year. They identified seven goals of importance as indicated on the Willows Unified School District's Local Control and Accountability Plan (please see the attached LCAP) as follows:

Collaboration: Time for collaboration was scheduled bi-monthly at each school from the beginning of the school year until the end and is continuing into the current school year. Teachers were given increased opportunities to become more knowledgeable on State Standards and have the ability to develop appropriate lesson plans. The majority of the bi-monthly Collaboration Days and Professional Development opportunities focused on increasing awareness and knowledge of State Standards. Examples include the following: 1. Standards-aligned Lesson Planning and Testing - Nancy Veatch, Tehama County Office of Education 2. Math Curriculum - Rita Nutsch, Glenn County Office of Education 3. Technology - Ed Bytes Cate - Glenn County Office of Education 4. Technology - Google Training - Anna Lane, Glenn County Office of Education 5. State Standards - Common 2 the Core - Glenn County Office of Education 6. Google Guides and Instructional Coaches

Materials and Tools: ELA and ELD instructional materials were needed to better align standards to instruction. The decision was made to purchase *CA Treasures*, (McGraw Hill), during the 2011-12 school year with training and full implementation during the 2014-15 school year. Teachers developed pacing guides, identified essential standards, and developed course level standards-based benchmark assessments and common assessments. Technology was needed to support both the curriculum and the Explicit Direct Instructional (EDI) strategies. Digital projectors were installed in every classroom in the district and, where necessary, printers were purchased and computers were upgraded.

During the 2014-2015 school year, teachers piloted several different Mathematics programs. The decision was made to purchase the following stated adopted State Standards-aligned materials in mathematics: Grades K-5: Everyday mathematics, and Grades 6-12: College Preparatory Mathematics. Teachers also used supplementary materials, as appropriate within their lessons.

Instruction: The District ensured that teachers were credentialed in their area of instruction or authorized via “Committee on Assignments,” with direct support from the Glenn County Office of Education. The District also ensured that adequate staff was utilized to support English Learners. The District monitored EL authorization of all staff in order to determine compliance with State and District policies and regulations. The District also evaluated staff and EL students to staff ratio and hired additional staff, as appropriate.

For past several years, teachers and administration were trained in EDI strategies to be incorporated into instructional practices for all core content area courses. The training will continue into this year with teachers acting as coaches, and administrators overseeing the progress.

The strategies are systematically being implemented in the classroom beginning with Checking for Understanding (CFU) strategies such as the use of individual student whiteboards; students’ use of complete sentences; pair-sharing; calling on non-volunteers; and creating learning objectives in lesson planning. Deprivatizing the classroom through shared observation, shared data, and communicating problems with fellow teachers has resulted in successful results.

Students in all grades had a variety of courses that met their needs related to their individual goals. Daily intervention at the elementary level in grades K - 5 increased by 75%, allowing all students to be placed at their appropriate level of attainment of standards (far below, approaching, grade level, and enrichment). One additional section of Music was offered at the middle school for a total of three Music classes. The high school offered two sections of CAHSEE Intervention and one section of Ag Math for remediation and skill building. The middle school and high school created plans to include in their Master Schedule for 2015-16 the following: Spanish (middle-school) and Drama and additional classes (high school) for CTE Pathways.

Professional Development: Professional development opportunities are provided for all teachers on effective instruction aligned to the State Standards. Staff development trainings and workshops are centered on the implementation of *CA Treasures*, Explicit Direct Instruction strategies, ELA and Mathematics training, Differentiated Instruction training, Technology training, and bridging Common Core State Standards.

Monitoring & Assessments: Administrators and Teacher Coaches oversee the progress of strategies being implemented with fidelity in the classroom. Teachers used Renaissance Learning and the Smarter Balanced Interim Assessments (along with Digital Library) to align their curriculum with the State Standards and to monitor how well students are meeting those standards.

Students, Staff, and Administration received Assessment Training to include: Coordinators received Weekly/Daily California Assessment of Student Performance and Progress (CAASPP) updates, Ongoing Management Team agenda item, Site Coordinators (SC) CAASPP Training, Staff meetings, and Student Practice Test sessions.

Parent Involvement/Communication: The involvement of Parents in the District School Leadership Team and School Site Councils has proved to be an empowering experience for those involved. The District and Schools strive to provide an environment which encourages responsible decision-making and provides a school climate of learning, growing, and success for all students. These activities included but were not limited to: Board Meetings, Site Councils, District School Leadership Team Meetings, Budget Committee, DELAC/ELAC, and Parent groups at each school site. Teachers and administrators were challenged to reach out to parents with positive phone calls home, positive post cards, additional parent-teacher conferences, and home visits when appropriate.

Parents were more equipped to provide students with educational choices. College Night at the high school provided parents and students information about college applications, financial aid, college life, etc. Back to School Night, Open House, Parent Night and Parent Conferences provided parents unique opportunities to assist their children. Teachers utilize a Student Information System (SIS) that allows parents to access their students' grades and progress toward meeting class expectations. Administrators and teachers provided information to stakeholders through teacher websites, blogs, emails, phone calls (both English and Spanish), district-wide "all calls," "Coffee with Steve and Tim," and Supplemental Educational Services (SES) that was available to all students who qualified.

2. Analyze the LEA's progress towards student achievement goals in the LEA Plan.

The District, with assistance from the RSDSS through consulting, facilitation, and materials, over the last several years, organized a District School Leadership Team (DSLTL) to evaluate assessment data from the most current CAASPP, CELDT, and CAHSEE results. The DSLTL determined the best direction for student improvement was to identify two areas: Professional Learning Communities (PLC) and Explicit Direct Instruction (EDI). In turn, the information from the monthly meetings is shared with school site teachers and administration and discussed during their bi-monthly collaboration meetings. This evaluation process will continue during the current school year, and updates to the LEA Plan will be addressed.

3. Provide documentation of annual communication with the local governing board regarding the end-of-year evidence of progress.

Prior to the current year, the cycle for communicating information on the LEA Plan strategies and actions begins with the annual release of the Spring assessment results at the September local Governing Board Meeting, at the September District School Leadership Meeting, and first School Site Council Meeting in October. The information is shared at each of these meetings then analyzed over the course of the year, and the new strategies and actions are implemented during the year. The results from the evaluations are updated, incorporated in the LEA Plan, and factor in the

development of the district's annual goal setting with the Willows Unified School Board in October.

Please see the attached documents to support the evidence of communication:

- LCAP

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p> <p>1.1 All teachers will be assigned to their credentialed area of instruction.</p> <p>1.2 All students will have access to State standards-aligned materials.</p> <p>1.3 All school facilities will be maintained in good repair.</p>	<p>Schools: All schools.</p> <p>Applicable Pupil Subgroups: All students.</p>	<p>Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p> <p>Actual Annual Measurable Outcomes:</p> <p>1.1 All schools are working toward limiting the number of teachers working under "committee on assignment".</p> <ul style="list-style-type: none"> • Murdock Elementary has 100% of the teachers working with appropriate credentials. • Willows Intermediate increased the number of teachers working under "committee on assignment" by one (baseline was six). • Willows High School neither increased nor decreased teachers working under "committee on assignment" (baseline was six). <p>1.2 During the 2014-15 school year, teachers piloted several different Mathematics programs. The decision was made to purchase the following stated adopted State Standards-aligned materials in Mathematics:</p> <ul style="list-style-type: none"> • Grades K - 5 Everyday Mathematics • Grades 6 - 12 College Preparatory Mathematics. • Teachers will also use supplementary materials, as appropriate. <p>1.3 In the Fall of 2014-15, the Maintenance Lead conducted an evaluation of the facilities using the Facility Inspection Tool (FIT) and determined the overall condition of the schools. The results of the report continue to be monitored throughout the year and reported through the School Accountability Report Card (SARC).</p> <p>Additionally, the District continues to address the necessary facility repairs and make appropriate budget allocations to include:</p>
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<ul style="list-style-type: none"> • resurfacing blacktop/hardcourts • refurbish bathrooms • replacing roofing • upgrade and replace HVAC units • upgrading and replacing wells and irrigation systems. 		
<p>LCAP Year: 2014-15</p>		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
<p>The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education.</p> <p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries - embedded duties of the Superintendent 1000-1999; Certificated Personnel Salaries Base 250</p> <p>Classified Salaries - embedded duties of the Business Department personnel 2000-2999; Classified Personnel Salaries Base 300</p> <p>Benefits 3000-3999; Employee Benefits Base 100</p>	<p>The District monitored that all teachers were credentialed in their area of instruction with direct support from the Glenn County Office of Education.</p> <p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>
<p>The District will ensure that all students will utilize state adopted core curriculum.</p>	<p>Curriculum and Instructional Supplies 4000-4999; Books And Supplies Base 75,000</p> <p>Supplemental materials 4000-4999; Books And Supplies Supplemental 25,000</p>	<p>Curriculum and Instructional Supplies 4000-4999; Books And Supplies Base 123,750</p> <p>Supplemental materials 4000-4999; Books And Supplies Supplemental 25,000</p>

<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental materials 4000-4999: Books And Supplies Concentration 7,000</p>	<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental materials 4000-4999: Books And Supplies Concentration 10,000</p>
<p>The District will ensure that all facilities are maintained and in good repair.</p>	<p>Maintenance and Operations 5000-5999: Services And Other Operating Expenditures Base 175,000 Maintenance and Operations 2000-2999: Classified Personnel Salaries Base 220,000 Benefits 3000-3999: Employee Benefits Base 75,000 Maintenance and Operations 2000-2999: Classified Personnel Salaries Supplemental 190,000 Benefits 3000-3999: Employee Benefits Supplemental 70,000 Maintenance and Operations 5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p>	<p>The District examined and closely monitored all facilities and made appropriate repairs, as necessary.</p>	<p>Maintenance and Operations 5000-5999: Services And Other Operating Expenditures Base 184,332 Maintenance and Operations 2000-2999: Classified Personnel Salaries Base 215,000 Benefits 3000-3999: Employee Benefits Base 80,000 Maintenance and Operations 2000-2999: Classified Personnel Salaries Supplemental 190,000 Benefits 3000-3999: Employee Benefits Supplemental 70,000 Maintenance and Operations 5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p>
<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><input type="checkbox"/> Other Subgroups: (Specify)</p>
<p>The District will ensure that adequate staff is utilized to support English Learners.</p>	<p>Certificated Salaries - ELD Teachers and Counselors - Title I 1000-1999: Supplemental 205,000</p> <p>Classified Salaries - Instructional Aides and Library Media - Title I 2000-2999: Classified Personnel Salaries Supplemental 60,000</p> <p>Benefits - Title I 3000-3999: Employee Benefits Supplemental 85,000</p> <p>Certificated Salaries - ELD Teachers and Counselors 1000-1999: Certified Personnel Salaries Concentration 245,000</p> <p>Classified Salaries - Instructional Aides and Library Media 2000-2999: Classified Personnel Salaries Concentration 68,000</p> <p>Additional Teacher to reduce class sizes in K-3 1000-1999: Certified Personnel Salaries Concentration 60,000</p> <p>Interventions 1000-1999: Certified Personnel Salaries Concentration 37,000</p> <p>Benefits 3000-3999: Employee Benefits Concentration 95,000</p>	<p>The District monitored EL authorization of all staff in order to determine compliance with State and District policies and regulations. The District also evaluated staff and EL student ratio and hired additional staff, as appropriate.</p>	<p>Certificated Salaries - ELD Teachers and Counselors - Title I 1000-1999: Certified Personnel Salaries Supplemental 306,000</p> <p>Classified Salaries - Instructional Aides and Library Media - Title I 2000-2999: Classified Personnel Salaries Supplemental 63,260</p> <p>Benefits - Title I 3000-3999: Employee Benefits Supplemental 92,315</p> <p>Certificated Salaries - ELD Teachers and Counselors 1000-1999: Certified Personnel Salaries Concentration 315,185</p> <p>Classified Salaries - Instructional Aides and Library Media 2000-2999: Classified Personnel Salaries Concentration 68,000</p> <p>Additional Teacher to reduce class sizes in K-3 1000-1999: Certified Personnel Salaries Concentration 60,000</p> <p>Interventions 1000-1999: Certified Personnel Salaries Concentration 37,000</p> <p>Benefits 3000-3999: Employee Benefits Concentration 95,000</p>
<p>Scope of Service</p> <p>K - 12</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Scope of Service</p> <p>K - 12</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1.1 Increased budget for additional personnel to reduce the number of teachers on "committee on assignment", as well as, lower class size. The number of teachers teaching outside of their credentialled area will decrease by 5% as indicated by the School Accountability Report Card (SARC) and/or Williams Report. 1.2 Students will have State adopted standards-aligned materials in Mathematics core, as well as supplementary materials, to support student academic growth and success. 100% of the students will have State adopted standards-aligned Mathematics materials; 1.3 Appropriate budget allocations will be set aside for planned repairs that will be completed throughout the year. The 2015-16 FIT report will reflect a decrease in the number of "D" (deficiency) and "X" (extreme deficiency) for the related schools.	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original Goal 2 from prior year LCAP:</p> <p>2.1 Teachers will implement classroom instruction that is aligned to the adopted State Standards.</p> <p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>		
<p>Goal Applies to: Schools: All schools. Applicable Pupil Subgroups: All students.</p>	<p>Expected Annual Measurable Outcomes: 2.1 Teachers will be given increased opportunities to become more knowledgeable on State Standards and have the ability to develop appropriate lesson plans.</p> <p>Actual Annual Measurable Outcomes: 2.1 The majority of the bi-monthly Collaboration Days and Professional Development opportunities focused on increasing awareness and knowledge of State Standards, examples include the following:</p> <ul style="list-style-type: none"> • Standards-aligned Lesson Planning and Testing - Nancy Veatch, Tehama County Office of Education • Math Curriculum - Rita Neutsch and Shirley Diaz, Glenn County Office of Education • Technology - Ed Bytes Cate - Glenn County Office of Education • Technology - Google Training - Anna Lane, Glenn County Office of Education • State Standards - Common 2 the Core - Glenn County Office of Education • Google Guides and Instructional Coaches 	<p>Planned Actions/Services</p> <p>Budgeted Expenditures</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Supplemental 6,000 Conferences and Workshops 5000-5999: Services And Other Operating Expenditures Supplemental 6.500</p>
<p>LCAP Year: 2014-15</p>		
<p>Professional Development opportunities will be provided to all teachers on effective instruction aligned to the State Standards.</p>	<p>Professional Development opportunities were provided to all teachers on effective instruction aligned to the State Standards.</p>	<p>Actual Actions/Services</p> <p>Estimated Actual Annual Expenditures</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Supplemental 6,000 Conferences and Workshops 5000-5999: Services And Other Operating Expenditures Supplemental 46,000</p>

<p>Materials and Supplies 4000-4999: Books And Supplies Supplemental 3,000</p> <p>Consultants - SES (Supplemental Educational Services - Program Improvement) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 43,400</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Base 6,000</p> <p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures Base 7,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Base 3,000</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Base 10,000</p> <p>Certificated Stipends - Staff Development Day 1000-1999: Certificated Personnel Salaries Supplemental 30,000</p> <p>Certificated Stipends - Staff Development Day 1000-1999: Certificated Personnel Salaries Base 30,000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Supplemental 100,000</p> <p>Consultants - SES (Supplemental Educational Services - Program Improvement) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 45,975</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Base 25,000</p> <p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures Base 13,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Base 10,000</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Base 10,000</p> <p>Certificated Stipends - Staff Development Day 1000-1999: Certificated Personnel Salaries Supplemental 24,000</p> <p>Certificated Stipends - Staff Development Day 1000-1999: Certificated Personnel Salaries Base 24,000</p>	<p>Scope of Service</p> <p>K - 12</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Scope of Service</p> <p>K - 12</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>
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<p>Teachers will be provided training in Technology to enhance classroom instruction.</p>	<p>Staff Development Technology 5000-5999: Services And Other Operating Expenditures Supplemental 2000 Technology Services - GCOE 5000-5999: Services And Other Operating Expenditures Base 5000</p>	<p>Teachers were provided training in Technology to enhance classroom instruction.</p>	<p>Staff Development Technology 5000-5999: Services And Other Operating Expenditures Supplemental 23,000 Technology Services - GCOE 5000-5999: Services And Other Operating Expenditures Base 50,000</p>
<p>Scope of Service K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> <p>2.1 WUSD will purchase State adopted materials in mathematics for all grade levels (K - 12). 2.2 100% of the teachers in WUSD will use materials and technology resources related to the State Standards in lesson planning and delivery. 2.3 Instructional Coaches will assist teachers in standards-based lesson delivery and Google Guides will support Teachers' technology use in the classroom, as measured by IC (Instructional Coach) Teacher Contact Logs.</p>			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original Goal 3 from prior year LCAP:</p> <p>3.1 Students will enroll in a broad course of study, dependent on the grade level, as defined in the Education Code 51220.</p> <p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 X</p> <p>COE only: 9 _ 10 _ Local : Specify</p>		
<p>Goal Applies to: Schools: All schools. Applicable Pupil Subgroups: All students.</p>		
<p>Expected Annual Measurable Outcomes: 3.1 Students in all grades will have a variety of courses that meets their needs related to their individual goals.</p> <p>Actual Annual Measurable Outcomes: 3.1 Daily intervention at Murdock in grades K - 5 has increased by 75%, allowing all students to be placed at their appropriate level of attainment of standards (far below, approaching, grade level, and enrichment). One additional section of Music was offered at Willows Intermediate for a total of three Music classes. Willows High School offered two sections of CAHSEE Intervention and one section of Ag Math. Willows Intermediate and Willows High School created plans to include in their Master Schedule for 2015-16: • WIS - Spanish • WHS - Drama and additional classes for CTE Pathways</p>		
<p>LCAP Year: 2014-15</p>		
<p>Planned Actions/Services</p>		
<p>The schools will continue to offer students a variety of opportunities to stay connected to school through academics, activities, and music.</p>	<p>Budgeted Expenditures Certificated Salaries - Teachers 1000-1999: Certificated Personnel Salaries Base 2,849,000 Certificated Stipends - Music, Agriculture, Athletics 1000-1999: Certificated Personnel Salaries Base 81,000</p>	<p>Actual Actions/Services The schools offered students a variety of opportunities to stay connected to school through academics, activities, and music.</p>
		<p>Estimated Actual Annual Expenditures Certificated Salaries - Teachers 1000-1999: Certificated Personnel Salaries Base 2,600,000 Certificated Stipends - Music, Agriculture, Athletics 1000-1999: Certificated Personnel Salaries Base 88,058</p>

<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified Salaries - Athletics 2000-2999: Classified Personnel Salaries Base 50,000</p> <p>Benefits 3000-3999: Employee Benefits Base 74,000</p> <p>Certificated Salaries - Education Protection Act (EPA) (Teachers) 1000-1999: Certificated Personnel Salaries Supplemental 1,100,000</p> <p>Benefits Certificated - EPA 3000-3999: Employee Benefits Supplemental 218,500</p> <p>Materials and Supplies 4000-4999: Books And Supplies Base 25,000</p>	<p>Scope of Service</p> <p>K - 12</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified Salaries - Athletics 2000-2999: Classified Personnel Salaries Base 53,900</p> <p>Benefits 3000-3999: Employee Benefits Base 685,000</p> <p>Certificated Salaries - Education Protection Act (EPA) (Teachers) 1000-1999: Certificated Personnel Salaries Supplemental 1,389,000</p> <p>Benefits Certificated - EPA 3000-3999: Employee Benefits Supplemental 263,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Base 25,000</p>
<p>The District and Schools utilize a variety of assessment data to evaluate, support, and improve student achievement.</p>	<p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures Base 5,000</p> <p>Technology - Support Contract for IT and Tech Services with Glenn County Office of Education 5800: Professional/Consulting Services And Operating Expenditures Base 40,000</p> <p>Aeries Student Information System 5000-5999: Services And Other Operating Expenditures Base 5,000</p> <p>Renaissance Learning, Document Tracking Services, Various Online Educational Programs 5000-5999:</p>	<p>The District and Schools utilized a variety of assessment data to evaluate, support, and improve student achievement.</p>	<p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures Base 5,000</p> <p>Technology - Support Contract for IT and Tech Services with Glenn County Office of Education 5800: Professional/Consulting Services And Operating Expenditures Base 40,000</p> <p>Aeries Student Information System 5000-5999: Services And Other Operating Expenditures Base 5,000</p> <p>Renaissance Learning, Document Tracking Services, Various Online Educational Programs 5000-5999:</p>

Scope of Service	Services And Other Operating Expenditures Supplemental 7,500	Scope of Service	Services And Other Operating Expenditures Supplemental 7,500
<p>Scope of Service</p> <p><input checked="" type="checkbox"/> K - 12</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> K - 12</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Students will continue to have access to courses that prepare them for college and career.</p>	<p>Certificated Salaries - Regional Occupation Program Teachers 1000-1999: Certificated Personnel Salaries Base 188,000</p> <p>Benefits 3000-3999: Employee Benefits Base 36,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Other 5,000</p>	<p>Willows High School and Willows Intermediate School offered students access to courses that prepared them for college and career.</p>	<p>Certificated Salaries - Regional Occupation Program Teachers 1000-1999: Certificated Personnel Salaries Base 187,000</p> <p>Benefits 3000-3999: Employee Benefits Base 35,500</p> <p>Materials and Supplies 4000-4999: Books And Supplies Other 10,000</p>
<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> <p>3.1 Willows Intermediate School will offer a Spanish class as a Foreign Language elective and will offer an additional Music class.</p> <p>3.2 Willows High School will offer CAHSEE Interventions; AP English and AP U.S. History; one Drama/Communication elective class; and additional classes for CTE Pathways.</p>			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original Goal 4 from prior year LCAP:</p> <p>4.1 Successfully transition to the Smarter Balanced Assessment System (SBAC). 4.2 Increase the number of students who are college and career ready. 4.3 Design and implement CTE pathways for secondary students. 4.4 Increase the number of English Learners who are reclassified to English proficiency. 4.5 Provide counseling, intervention, and tutoring services, as needed, for all students with an emphasis for Foster Youth and Low Income.</p>	<p>Schools: All schools. Applicable Pupil Subgroups: All students.</p> <p>Expected Annual Measurable Outcomes:</p> <p>4.1 Students, Staff, and Administration will be familiar with the new assessment system and participate in appropriate trainings.</p> <p>4.2 Increasing the number of students enrolling in CTE and ROP courses will increase student connectedness to school and ultimately their success.</p> <p>4.3 Students will have established CTE pathways to follow.</p> <p>4.4 Increased interventions will result in more English learners attaining full academic fluency.</p>
<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	<p>Actual Annual Measurable Outcomes:</p> <p>4.1 Students, Staff, and Administration received Assessment Training to include:</p> <ul style="list-style-type: none"> • Coordinators received Weekly/Daily California Assessment of Student Performance and Progress (CAASPP) updates, • Ongoing Management Team agenda item, • Site Coordinators (SC) CAASPP Training, • Staff meetings • Student Practice Test sessions <p>4.2 Students enrolled in CTE or ROP courses decreased over the past year from 36.6% in 2012-13 to 35.2% in 2013-14.</p> <p>4.3 The number of CTE Pathways has increased over the past year to include the addition of:</p> <ul style="list-style-type: none"> • Medical Careers - ROP Anatomy Physiology • Ag Core 1 - Manufacturing and Agriculture <p>4.4 Increased interventions at Murdock and WHS have contributed to the increase in the number of students attaining academic fluency:</p> <ul style="list-style-type: none"> • 58.3% 2013-14 Title III Accountability Report • 59.9% 2014-15 Title III Accountability Report <p>Additional English Learner resources were provided to students, with an emphasis on Beginning and Early Intermediate levels.</p>

<p>4.5 Increased awareness of and specialized services for, Foster Youth and Low Income students will ultimately lead to their success.</p>	<p>4.5 In addition to serving their basic needs, via receipt of specific information related to Foster Youth and Homeless Students, Counselors provided additional support time and increased referrals to Health and Welfare services, thus increasing "Wrap Around" services.</p>
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<p>LCAP Year: 2014-15</p>		
<p>Planned Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Actual Actions/Services</p>
<p>The District will encourage all Stakeholders to participate in identifying, planning, and implementing the educational programs in the schools.</p> <p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parents, Community Members, Staff, Administration and Students</p> <p>Translation Services provided for increased stakeholder participation. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000</p>	<p>Parents, Community Members, Staff, Administration and Students</p> <p>Translation Services provided for increased stakeholder participation. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000</p>
<p>The District and Schools will continue to educate and inform all Stakeholders of district goals, programs, and student achievement.</p> <p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Blackboard Connect service contract continued for parental notifications 5000-5999: Services And Other Operating Expenditures Base 1,500</p> <p>Increase notifications in primary languages 0001-0999: Unrestricted: Locally Defined Base 1,000</p>	<p>The District and Schools continued to educate and inform all Stakeholders of district goals, programs, and student achievement.</p> <p>Blackboard Connect service contract continued for parental notifications 5000-5999: Services And Other Operating Expenditures Base 1,500</p> <p>Increase notifications in primary languages 0001-0999: Unrestricted: Locally Defined Base 1,000</p> <p>Parent Education class 1000-1999: Certificated Personnel Salaries Supplemental 4,000</p>

<p>Scope of Service K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent Education class 1000-1999: Certificated Personnel Salaries Supplemental 4,000 Employee Benefits 3000-3999: Employee Benefits Supplemental 700 Materials and Supplies 4000-4999: Books And Supplies Supplemental 500</p>	<p>Scope of Service K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Employee Benefits 3000-3999: Employee Benefits Supplemental 700 Materials and Supplies 4000-4999: Books And Supplies Supplemental 500</p>
<p>Scope of Service K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See 4.2 above</p>	<p>The District continued to educate Stakeholders on current educational practices and policies.</p> <p>Scope of Service K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See 4.2 above</p>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

4.1 Performance on Standardized Tests will not be available until the Fall of 2015.
4.1 All students in grades 3-11, staff, and administrators who participated in the CAASPP will be trained and prepared for all State-wide testing.
4.2 Increase student participation in College Preparation Programs (e.g., Education Talent Search (from 98 to 110), College Night (from 50 to 60), Reg-to-Go (from 50 to 60)), as evidenced by attendance at the event or enrollment in the program.

- 4.3 Increase the number of CTE Pathways from 7 to 8 and increase the elective offerings resulting in more opportunities for students.
- 4.4 The percentage of students attaining English Proficient Levels on the CELDT will increase by 2%.
- 4.5 Incorporate Intervention strategies district-wide to build relationships between staff and students, as measured by student teacher survey data (e.g., River Jim, .Positive Behavior Intervention and Support (PBIS), and SMART).

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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<p>Original from prior year LCAP: 5.1 Examine existing committees and develop a plan to include additional parents from various groups in the decision making process. 5.2 Research and explore opportunities for Parents and Community members to better understand educational programs and create a subsequent plan to incorporate one or more of those opportunities. 5.3 Effectively communicate with all Stakeholders.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Goal Applies to: Schools: All schools. Applicable Pupil Subgroups: All students.</p>	
<p>Expected Annual Measurable Outcomes: 5.1 Various groups will be represented, especially previously underrepresented groups.</p>	<p>Actual Annual Measurable Outcomes: 5.1 Underrepresented groups were included in the development of the LCAP:</p> <ul style="list-style-type: none"> • Student ASB officers from Willows Intermediate and Willows High School were added to DSLT. • DELAC membership increased to include English Learner and low socio-economic parents.
<p>5.2 Parents will be more equipped to assist their children throughout their educational career.</p>	<p>5.2 Parents were more equipped to provide students with educational choices.</p> <ul style="list-style-type: none"> • College Night at Willow High School provided parents and students information about college applications, financial aid, college life, etc. • Back to School Night, Open House, Parent Night and Parent Conferences, at all schools provided parents opportunities to assist their children.
<p>5.3 Stakeholders will be more knowledgeable of school and district wide information.</p>	<ul style="list-style-type: none"> • Teachers utilize a Student Information System (SIS) that allows parents to access their students' grades and progress toward meeting class expectations. <p>5.3 Administrators and Teachers provided information to Stakeholders through teacher websites, blogs, emails, phone calls (both English and Spanish), district-wide "all calls", "Coffee with Steve and Tim", and Principals made visits to homes an and apartment complex.</p>

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services		Estimated Actual Annual Expenditures	
<p>The District and Schools strive to provide and encourage parent involvement.</p>		<p>Opportunities include but are not limited to: Board Meetings, School Site Councils, District School Leadership Team Meetings, Budget Committee, Parent groups at each school site.</p>		<p>The District and Schools provided opportunities for and encouraged parent involvement.</p>		<p>Opportunities include but are not limited to: Board Meetings, School Site Councils, District School Leadership Team Meetings, Budget Committee, Parent groups at each school site.</p>	
<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District and Schools strive to provide an environment which encourages responsible decision-making and provides a school climate of learning, growing, and succeeding for all students.</p>		<p>Provide educational opportunities for parents and community members to participate in the groups outlined in 5.1.</p>		<p>The District and Schools provided an environment which encouraged responsible decision-making and provides a school climate of learning, growing, and succeeding for all students.</p>		<p>Provide educational opportunities for parents and community members to participate in the groups outlined in 5.1.</p>	
<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of K - 12 Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

5.1 School site administration and staff will actively recruit and seat parents, from at least two targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.

5.2 Investigate the possibility of re-instituting the Parent Institute for Quality Education (PIQE) at one school site.

5.3 By the Fall of the 2015-16 school year, WUSD will have a District-wide website with links to individual school websites.

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<p>Original GOAL 6 from prior year LCAP:</p> <p>6.1 Reinstate School Attendance Review Board (SARB) process. Look into the possibility of hiring a full time Vice Principal at each site and/or District wide Community Resource Officer.</p> <p>6.2 Explore the possibility of expanding Alternative Educational settings.</p> <p>COE only: 9 _ 10 _ Local : Specify</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _</p>
<p>Goal Applies to: Schools: All schools. Applicable Pupil Subgroups: All students.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>6.1 Increasing the time students are in school will result in student success.</p>
<p>Actual Annual Measurable Outcomes:</p>	<p>6.1 While the enrollment in 2014-15 increased (1,443) from the enrollment in 2013-14 (1,436), the Average Daily Attendance (ADA) decreased in 2014-15 by .61% from 2013-14.</p>
<p>LCAP Year: 2014-15</p>	
<p>Planned Actions/Services</p>	
<p>Evaluate all student attendance and truancy patterns. Develop programs that encourage attendance to reduce the number of students at-risk.</p>	<p>Budgeted Expenditures Administration 1000-1999: Certificated Personnel Salaries Base 5,000 Benefits 3000-3999: Employee Benefits Base 400</p>
<p>Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Actual Actions/Services Estimated Actual Annual Expenditures Administration 1000-1999: Certificated Personnel Salaries Base 5,000 Benefits 3000-3999: Employee Benefits Base 950</p>
<p>Continue to enhance relationships with outside agencies, such as: Glenn County District Attorney, Police</p>	<p>Scope of Service K - 12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> <p>The District enhanced relationships with outside agencies, such as: Glenn County District Attorney, Police</p>

<p>Department, Probation Department, and the Glenn County Sheriff Department.</p> <p>Scope of Service: K - 12</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Department, Probation Department, and the Glenn County Sheriff Department.</p> <p>Scope of Service: K - 12</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> <p>6.1.a. With Glenn County Office of Education (GCOE) support, we need to reinstate the SARB committee, by the end of the 2015-16 school year.</p> <p>6.1.b. Due to the School Resource Officer's (SRO) medical leave, we did not have the full service from this position for the 2014-15 school year. During the 2015-16 school year, we will increase the SRO service to regular contracted status.</p> <p>6.1.c. Unfortunately, if an additional credentialed administrator were hired, it would exceed the teacher/administrator ratio allowed per Education Code 41402; therefore, the District is looking into the possibility of hiring a teacher on special assignment.</p> <p>6.2 Expand the "in-school" suspension program to all grade levels.</p> <p>6.3. Up to the 2014-15 school year, GCOE fully funded three Opportunity Classes for WUSD. For the 2015-16 school year, GCOE has agreed to fund only one class at WIS; however, WUSD will be funding two additional classes - one at WHS and one at Murdock Elementary to maintain the Alternative Educational program.</p>			

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<p>Original GOAL 7 from prior year LCAP: 7.1 Reduce class sizes to decrease the teacher-student ratio. 7.2 Increase counseling interventions. 7.3 Provide Professional Development opportunities related to and explore implementation of such programs as: Academy for Change, River Jim, and Character Education.</p> <p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _</p> <p>COE only: 9 _ 10 _ Local : Specify</p>	<p>Goal Applies to: Schools: All schools. Applicable Pupil Subgroups: All students.</p> <p>Expected Annual Measurable Outcomes: 7.1 Reducing the number of suspensions and expulsions will result in increased student success.</p> <p>Actual Annual Measurable Outcomes: 7.1 The number of suspensions and expulsions have decreased: • 2012-13 - Suspensions = 105 and Suspended Expulsions = 8 • 2013-14 - Suspensions = 71 and Suspended Expulsions = 3.</p>	<p>LCAP Year: 2014-15</p>	<p>Planned Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Actual Actions/Services</p>	<p>Estimated Actual Annual Expenditures</p>
<p>Provide Site Administrators with additional training in Education Code 48900 suspension criteria and clearly identify the behavior that warrants suspensions.</p> <p>Scope of Service: K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Conferences and Workshops 5000-5999; Services And Other Operating Expenditures Supplemental 2,500</p>	<p>The District provided Site Administrators with additional training in Education Code 48900 suspension criteria and clearly identified the behavior that warrants suspensions.</p> <p>Scope of Service: K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Conferences and Workshops 5000-5999; Services And Other Operating Expenditures Supplemental 2,500</p>			

<p>Develop "in house" suspension programs in lieu of suspension at all sites.</p> <p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administration 0000: Unrestricted Base</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 2,500</p> <p>Benefits 3000-3999: Employee Benefits Base 300</p>	<p>Due to program cost and personnel availability, the "in house" suspension programs, in lieu of suspension at all sites, were maintained only at Willows Intermediate School.</p> <p>Scope of Service</p> <p><input checked="" type="checkbox"/> K - 12</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administration 0000: Unrestricted Base</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 2,500</p> <p>Benefits 3000-3999: Employee Benefits Base 475</p>
<p>The District and Schools strive to provide a safe learning environment, during the instructional day, and during before and after school events.</p>	<p>Purchase two new school activity vans in 2014-15 6000-6999: Capital Outlay Base 60,000</p> <p>Surveillance systems installed/up graded at Murdock Elementary School, Willows Intermediate School and Willows High School. 4000-4999: Books And Supplies Other 15,000</p> <p>Ongoing contract for school site surveillance systems. 5000-5999: Services And Other Operating Expenditures Base 4,500</p> <p>Crossing guards, playground and food service supervision 2000-2999: Classified Personnel Salaries Other 30,000</p> <p>Employee Benefits 3000-3999: Employee Benefits Other 2,500</p> <p>Continue to random drug test students at Willows High School.</p>	<p>The District and Schools provided a safe learning environment, during the instructional day, and during before and after school events.</p>	<p>Purchase two new school activity vans in 2014-15 6000-6999: Capital Outlay Base 53,000</p> <p>Surveillance systems installed/up graded at Murdock Elementary School, Willows Intermediate School and Willows High School. 4000-4999: Books And Supplies Other 15,000</p> <p>Ongoing contract for school site surveillance systems. 5000-5999: Services And Other Operating Expenditures Base 4,500</p> <p>Crossing guards, playground and food service supervision 2000-2999: Classified Personnel Salaries Other 50,000</p> <p>Employee Benefits 3000-3999: Employee Benefits Other 12,500</p> <p>Continue to random drug test students at Willows High School. 5000-5999: Services And Other Operating Expenditures Base 500</p>

<p>Scope of Service: K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Base 500</p>	<p>Scope of Service: K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to monitor and evaluate class sizes on all campuses and distribute students, as evenly as possible, to achieve the lowest student-teacher ratios.</p> <p>Scope of Service: K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost will vary based upon need.</p>	<p>The District monitored and evaluated class sizes on all campuses and distributed students as evenly as possible, to achieve the lowest student-teacher ratios.</p> <p>Scope of Service: K - 12</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost will vary based upon need. Other \$0</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> <p>7.1 Additional teachers will be added at all three levels for the 2015-16 school year to reduce student-teacher ratio by increasing our FTE (from 63.9 to 67.9). 7.2 Investigate and determine the feasibility of District-wide ADA make-up days. 7.2 Additional staff will be trained on the Positive Behavior Intervention Support (PBIS) program at Murdock (from 3 to 22). 7.2 All staff members will be provided with information related to the System-wide Mental Health Assessment Response Team (SMART), (e.g., County-wide contacts, referral process, appropriate forms, etc.). 7.3 Providing Professional Development opportunities for staff as it relates to Student and School connections, will improve student attendance rate district-wide from 94.7% to 95.5%, as identified in the 2013-14 and 2014-15 P-2 reports.</p>			

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Original GOAL 8 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _	
		COE only: 9 _ 10 _ Local : Specify	
Goal Applies to: Schools: All Schools Applicable Pupil Subgroups: All Students			
Expected Annual Measurable Outcomes:	8.1 Results from the review will reveal the necessity to make adjustments to class sizes where appropriate.	Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to monitor and evaluate class sizes on all campuses and distribute students, as evenly as possible, to achieve the lowest student to teacher ratios as possible.	Cost will vary based upon need.	The District monitored and evaluated class sizes on all campuses and distributed students as evenly as possible, to achieve the lowest student to teacher ratios.	Cost will vary based upon need. Other \$0
Scope of Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	K - 12	Scope of Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing			
** This Goal will be addressed in Goal 7 for the 2015-16 school year.			

past progress and/or changes to goals?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated: \$1,625,298.00

The current number and percentage of unduplicated Free & Reduced Meal Program/English Learners/Foster Youth for Willows Unified School District (WUSD), in the 2014-15 school year is: Murdock Elementary = 512 (80% of total enrollment); Willows Intermediate School = 215 (62% of total enrollment); Willows High School = 244 (56% of total enrollment); and Willows Community High School = 17 (71% of total enrollment). As you can see, these subgroups represent a majority of the students at each school and clearly indicate a need to address all the students in the District, as well as, targeting the subgroups.

For the 2015-16 school year, WUSD will spend an estimated \$265,139.00, an increase of over 4.29% over the prior year, of supplemental and concentration funds to support the EL, LI, and Foster Youth subgroups by increasing and/or improving services for these unduplicated students as compared to the services provided to all students. The goal of providing additional Professional Development for all staff, lowering class sizes at all grade levels, increasing classroom materials and supplies budget for every teacher, providing additional interventions, implementing the Positive Behavior Intervention Supports program district-wide, implementing the PIQE program, and implementing Daily Intervention time at each school will provide every student the opportunity to reach his/her potential.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15.7	%
1	

The current number and percentage of unduplicated Free & Reduced Meal Program/English Learners/Foster Youth for Willows Unified School District (WUSD), in the 2014-15 school year is: Murdock Elementary = 512 (80% of total enrollment); Willows Intermediate School = 215 (62% of total enrollment); Willows High School = 244 (56% of total

enrollment; and Willows Community High School = 17 (71% of total enrollment). As you can see, these subgroups represent a majority of the students at each school and clearly indicates a need to address all the students in the District, as well as, targeting the subgroups.

For the 2015-16 school year, WUSD will spend an estimated \$265,139, an increase of over 4.29% over the prior year, of supplemental and concentration funds to support the EL, LI, and Foster Youth subgroups by increasing and/or improving services for these unduplicated students as compared to the services by provided to all students by performing the following actions:

- * Fully implement the Positive Behavior Intervention Supports program;
- * Implement the PIQE program targeted for EL parents;
- * Implement Daily Intervention time at each school;
- * Support Expect Success Camp with "in kind" contributions through personnel, facilities, field trips, and transportation;
- * Support the after school program - SPARK;
- * Hire additional staff District-wide to lower class size;
- * Hire additional Instructional Aides I & II to work with EL and Opportunity Programs;
- * CAHSEE Interventions and Review sessions four times a year;
- * Math and English Intervention classes added to the Master Schedule at Willows Intermediate and Willows High School.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	6,683,956.50	7,892,050.00	8,085,409.00	8,094,409.00	8,094,409.00	24,274,227.00
Base	4,035,350.00	4,529,615.00	4,789,990.00	4,789,990.00	4,789,990.00	14,369,970.00
Concentration	512,000.00	585,185.00	588,000.00	597,000.00	597,000.00	1,782,000.00
Other	52,500.00	87,500.00	94,000.00	94,000.00	94,000.00	282,000.00
Supplemental	2,084,106.50	2,689,750.00	2,613,419.00	2,613,419.00	2,613,419.00	7,840,257.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	6,683,956.50	7,892,050.00	8,085,409.00	8,094,409.00	8,094,409.00	24,274,227.00
0001-0999: Unrestricted: Locally Defined	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	4,848,750.00	5,072,993.00	5,340,200.00	5,340,200.00	5,340,200.00	16,020,600.00
2000-2999: Classified Personnel Salaries	618,300.00	640,460.00	646,150.00	646,150.00	646,150.00	1,938,450.00
3000-3999: Employee Benefits	657,500.00	1,335,540.00	1,364,917.00	1,364,917.00	1,364,917.00	4,094,751.00
4000-4999: Books And Supplies	158,500.00	319,250.00	242,165.00	251,165.00	251,165.00	744,495.00
5000-5999: Services And Other Operating Expenditures	245,506.50	372,832.00	378,500.00	378,500.00	378,500.00	1,135,500.00
5800: Professional/Consulting Services And Operating Expenditures	94,400.00	96,975.00	82,477.00	82,477.00	82,477.00	247,431.00
6000-6999: Capital Outlay	60,000.00	53,000.00	30,000.00	30,000.00	30,000.00	90,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	6,683,956.50	7,892,050.00	8,085,409.00	8,094,409.00	8,094,409.00	24,274,227.00
0001-0999: Unrestricted: Locally Defined	Base	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	Base	3,161,750.00	2,931,808.00	3,130,200.00	3,130,200.00	3,130,200.00	9,390,600.00
1000-1999: Certificated Personnel Salaries	Concentration	342,000.00	412,185.00	422,000.00	422,000.00	422,000.00	1,266,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,345,000.00	1,729,000.00	1,788,000.00	1,788,000.00	1,788,000.00	5,364,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
2000-2999: Classified Personnel Salaries	Base	270,300.00	269,200.00	281,300.00	281,300.00	281,300.00	843,900.00
2000-2999: Classified Personnel Salaries	Concentration	68,000.00	68,000.00	70,000.00	70,000.00	70,000.00	210,000.00
2000-2999: Classified Personnel Salaries	Other	30,000.00	50,000.00	55,000.00	55,000.00	55,000.00	165,000.00
2000-2999: Classified Personnel Salaries	Supplemental	250,000.00	253,260.00	239,850.00	239,850.00	239,850.00	719,550.00
3000-3999: Employee Benefits	Base	185,800.00	802,025.00	820,325.00	820,325.00	820,325.00	2,460,975.00
3000-3999: Employee Benefits	Concentration	95,000.00	95,000.00	95,000.00	95,000.00	95,000.00	285,000.00
3000-3999: Employee Benefits	Other	2,500.00	12,500.00	14,000.00	14,000.00	14,000.00	42,000.00
3000-3999: Employee Benefits	Supplemental	374,200.00	426,015.00	435,592.00	435,592.00	435,592.00	1,306,776.00
4000-4999: Books And Supplies	Base	103,000.00	158,750.00	180,665.00	180,665.00	180,665.00	541,995.00
4000-4999: Books And Supplies	Concentration	7,000.00	10,000.00	1,000.00	10,000.00	10,000.00	21,000.00
4000-4999: Books And Supplies	Other	20,000.00	25,000.00	25,000.00	25,000.00	25,000.00	75,000.00
4000-4999: Books And Supplies	Supplemental	28,500.00	125,500.00	35,500.00	35,500.00	35,500.00	106,500.00
5000-5999: Services And Other Operating Expenditures	Base	203,500.00	263,832.00	296,500.00	296,500.00	296,500.00	889,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	42,006.50	109,000.00	82,000.00	82,000.00	82,000.00	246,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	150,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	44,400.00	46,975.00	32,477.00	32,477.00	32,477.00	97,431.00
6000-6999: Capital Outlay	Base	60,000.00	53,000.00	30,000.00	30,000.00	30,000.00	90,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).