WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.6356

MEMBERS OF THE GOVERNING BOARD

Paul Carras - President
Paul Long – Vice President
Brian Haley – Clerk
Damian Armitage - Member
Kris Wyatt - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Gabe Simon, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Kerry Callahan, Assistant Superintendent of Educational Services

	STUDENT ENROLLMENT		
School	**2015-16 CALPADS**	**4/6/2017**	**5/8/2017**
Sheridan Elementary (K-5)	66	70	68
First Street Elementary (K-5)	465	418	418
Carlin C. Coppin Elementary (K-5)	394	443	442
Creekside Oaks Elementary (K-5)	607	633	637
Twelve Bridges Elementary (K-5)	632	615	616
Foskett Ranch Elementary (K-5)	471	464	465
Lincoln Crossing Elementary (K-5)	645	652	654
Glen Edwards Middle School (6-8)	866	888	885
Twelve Bridges Middle School (6-8)	773	759	761
Lincoln High School (9-12)	1,735	1,790	1,790
Phoenix High School (10-12)	77	84	83
TOTAL	**6731**	**6,816**	**6,819**

SDC Pre-School	
Foskett Ranch	26
First Street/LIP	92
Carlin C. Coppin	1
ATLAS Porgram	33
Parent Education	
Continuing Educ. Classes	45

GLOBAL DISTRICT GOALS

~Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
~Foster a safe, caring environment where individual differences are valued and respected.
~Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
~Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
~Promote student health and nutrition in order to enhance readiness for learning.

Western Placer Unified School District
Regular Meeting of the Board of Trustees
June 6, 2017, 7:00 P.M.
WPUSD District Office/City Hall Building-3rd Floor Conference Room
600 Sixth Street, Lincoln, CA 95648

AGENDA

2016-2017 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

6:10 P.M. START

1. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. - 3rd Floor Conference Room

2. **COMMUNICATION FROM THE PUBLIC**

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the Meeting Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

6:15 P.M.

3. **CLOSED SESSION** – WPUSD District Office – 4th Floor Overlook Room

3.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
~Kerry Callahan, Assistant Superintendent of Educational Services

3.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

3.3 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release
Roll call vote:

3.4 STUDENTS
Student Discipline/Expulsion Pursuant to E.C. 48918
a. Student Stipulated Expulsion #16-17-O
b. Student Expulsion #16-17-P

7:00 P.M.

4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – District Office/City Hall Blvd., - 3rd Floor Conference Room
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1 *Page 9* - **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
~Kerry Callahan, Assistant Superintendent of Educational Services

4.2 *Page 10* - **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

4.3 *Page 11* - **PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

4.4 *Page 12-13* - **STUDENTS**
Student Discipline/Expulsion Pursuant to E.C. 48918
a. Student Stipulated Expulsion #16-17-O
b. Student Expulsion #16-17-P

5. *Page 15 - 94* - **CONSENT AGENDA**

NOTICE TO THE PUBLIC
All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

5.1 Certificated Personnel Report
5.2 Classified Personnel Report
5.3 Approval of Minutes for: May 2nd & 16th, 2017
5.4 Approval of Warrants
5.5 Approve Agreement for Fiscal Budget Services between School Services of California, Inc. and WPUSD
5.6 Ratification of Agreement with KidZKount and WPUSD
5.7 Approval of Pending Change Order #5 for the Lincoln High School Addition and Modernization Project
5.8 Approval of Pending Change Order #1 for the Lincoln High School Synthetic Turf Field Project
5.9 Ratification of Contract with iLEAD
5.10 Ratification of Contract #2 with Project GLAD for professional development in 2017-2018
5.11 Ratification of Contract Amendment – MAXIM Staffing Solutions
5.12 Ratification of Contract – MCT Vision Screening
5.13 Ratification of Contract with Balfour and Foskett Ranch Elementary School

5.14 Memorandum of Understanding MOU – STAR Science Theater Art Recreation (STAR) and WPUSD
5.15 Approve Disposal of Surplus Items – Technology Items
5.16 Approve Disposal of Surplus Items – Educational Workbooks
Roll call vote:

6. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the Meeting Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

7. REPORTS & COMMUNICATION

- Lincoln High School Student Advisory – Janna McCoy
- Western Placer Teacher's Association – Tara McCroskey
- Western Placer Classified Employee Association – Mike Kimbrough
- Superintendent - Scott Leaman

8. PUBLIC HEARING

8.1. ***Page 96*** **- Public Hearing on 2017-2018 Western Placer Unified School District LCAP**

Pursuant to Education Code (EC) 52062(b)(1), Western Placer Unified School District will hold a public hearing to solicit the recommendation and comments of members of the public regarding the specifications and expenditures proposed to be included in the Local Control and Accountability Plan (LCAP)

8.2. ***Page 227*** **- Public Hearing on 2017-18 Western Placer Unified School District Proposed Budget**

Per California Education Code 42127, on or before July 1 of each year, the governing Board of school district shall hold a public hearing on the budget to be adopted for the subsequent fiscal year. At this hearing, the Board will take testimony from the public.

9. ♦ACTION ♦DISCUSSION ♦INFORMATION

Members of the public wishing to comment on any items should complete a yellow REQUEST TO ADDRESS BOARD OF TRUSTEES form located on the table at the entrance to the Board Room. Request forms are to be submitted to the Board Clerk before each item is discussed.

9.1 Information ***Page 230*** – **2017-18 BUDGET ASSUMPTIONS AND PROPOSED BUDGET FOR GENERAL FUND AND OTHER FUNDS – Kilpatrick** *(16-17 G & O Component I, II, III, IV, V)*

- District staff has prepared the 2017-18 Proposed Budget documents for Board adoption at the June 20, 2017, Board of Trustees meeting.

9.2 Action ***Page 255*** – **APPROVAL OF AMENDED SCHEDULE OF FACILTY USE FEES – Kilpatrick** *(16-17 G & O Component I, II, III, IV, V)*

- An amended copy of the Schedule of Facility Use Fees contained within Administrative Regulation 1330, "Use of School Facilities" is attached for the Board's approval.

9.3 Action *Page 257* – **INCREASE PAID MEAL PRICES – 2017-18 – Kilpatrick**
(16-17 G & O Component I, II, III, IV, V)

- In 2015, the District increased the elementary school lunch price room $2.75 to $3.00, a 9 percent. Headstart preschool lunch also increased to $3.00 to follow the grade level increase. Breakfast prices for all schools have remained the same and lunch prices for middle and high school lunch meal prices were last increased in July 2012.

9.4 Action *Page 259* – **2017-2018 TITLE III ESSA TRANSITION PLAN – Callahan** *(16-17 G & O Component I, II, III, IV, V)*

- The Elementary and Secondary Education Act (ESEA), Title III, Limited English Proficient (LEP) and Immigrant student program statutes require participating local educational agencies (LEAs) to develop an annual plan for use of Title III funds. Under No Child Left Behind (NCLB), this was done through an annual addendum to Goal #2 of the LEA Plan.

9.5 Action *Page 267* – **PLAN FOR USE OF COLLEGE READINESS BLOCK GRANT FUNDS – Callahan** *(16-17 G & O Component I, II, III, IV, V)*

- As a condition to receiving College Readiness Block Grant (CRBG) funds, a school district, county office of education, charter school, or state special school is required to develop and adopt a plan delineating how the CRBG funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

10. BOARD OF TRUSTEES

10.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

10.2 BOARD MEMBER REPORTS/COMMENTS

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **June 20, 2017** 7:00 P.M., Regular Meeting of the Board of Trustees – District Office/City Hall Bldg., 3rd Floor Conference Room

12. ADJOURNMENT

Accommodating Those Individuals with Special Needs:
In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

Posted: 060217
h:\wpfiles\board\agenda\060617

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **District Office/City Hall Bldg. – Overlook Room (Fourth Floor)**
Date: **Tuesday, June 6, 2017**
Time: **6:15 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. **CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION**

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

8. **PERSONNEL**
   - * PUBLIC EMPLOYEE APPOINTMENT
   - * PUBLIC EMPLOYEE EMPLOYMENT
   - * PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   - * **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/ RELEASE**
   - * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE

9. **CONFERENCE WITH LABOR NEGOTIATOR**

10. **STUDENTS**
    - * **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
    - * STUDENT PRIVATE PLACEMENT
    - * INTERDISTRICT ATTENDANCE APPEAL
    - * STUDENT ASSESSMENT INSTRUMENTS
    - * STUDENT RETENTION APPEAL, Pursuant to BP 5123
    - * DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION

1. **LICENSE/PERMIT DETERMINATION**
   - A. Specify the number of license or permit applications.
2. **SECURITY MATTERS**
   - A. Specify law enforcement agency
   - B. Title of Officer

3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
   - A. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
   - B. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
   - C. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
   - A. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
   - B. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
   - A. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
   - B. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
6. **LIABILITY CLAIMS**
   - A. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
   - B. Agency claims against.
7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
   - A. Consultation with: specify name of law enforcement agency and title of officer.
8. **PERSONNEL:**
   - A. **PUBLIC EMPLOYEE APPOINTMENT**
     - a. Identify title or position to be filled.
   - B. **PUBLIC EMPLOYEE EMPLOYMENT**
     - a. Identify title or position to be filled.
   - C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
     - a. Identify position of any employee under review.
   - D. **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE**
     - a. It is not necessary to give any additional information on the agenda.
   - E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
     - a. No information needed
9. **CONFERENCE WITH LABOR NEGOTIATOR**
   - A. Name any employee organization with whom negotiations to be discussed are being conducted.
   - B. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
   - C. Identify by name the agency's negotiator
10. **STUDENTS:**
    - A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
    - B. **STUDENT PRIVATE PLACEMENT**
      - a. Pursuant to Board Policy 6159.2
    - C. **INTERDISTRICT ATTENDANCE APPEAL**
      - a. Education Code 35146 and 48918
    - D. **STUDENT ASSESSMENT INSTRUMENTS**
      - a. Reviewing instrument approved or adopted for statewide testing program.
    - E. **STUDENT RETENTION/ APPEAL**
      - a. Pursuant to Board Policy 5123
    - F **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
      - a. Prevent the disclosure of confidential student information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Gabe Simon, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent Business and Operations
Kerry Callahan, Assistant Superintendent of Educational Services

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman, Superintendent
Kerry Callahan,
Assistant Superintendent of Educational Services

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Case: Mark Babbin and CAL200, S.F. County Superior Court (Case No. CPF-15-514477.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Existing Litigation.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/ DISMISSAL/RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Gabe Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Student Discipline
Stipulated Expulsion Students #16-17-O

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Chuck Whitecotton
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in regards to the expulsion of Student #16-17-O

RECOMMENDATION:

The Administration recommends the Board of Trustees disclose any action taken in regards to the above item.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Student Discipline
Expulsion Student #16-17-P

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Chuck Whitecotton
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in regards to the expulsion of Student 16-17 P

RECOMMENDATION:

The Administration recommends the Board of Trustees disclose any action taken in regards to the above item.

wp/rk/factform

CONSENT

AGENDA

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Gabe Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the certificated personnel report.

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

June 6, 2017

CERTIFICATED/MANAGEMENT

NEW HIRES:

1. Name: Melanie Constantine
   Position: Girls Physical Education Teacher
   FTE: 1.0
   Effective Date: August 14, 2017
   Site: Twelve Bridges Middle School

2. Name: Diane Mahan
   Position: English Teacher
   FTE: 1.0
   Effective Date: August 14, 2017
   Site: Glen Edwards Middle School

3. Name: Afton Stolesen
   Position: Science Teacher
   FTE: 1.0
   Effective Date: August 14, 2017
   Site: Glen Edwards Middle School

RESIGNATIONS:

1. Name: Bridget Bach
   Position: First Grade Teacher
   FTE: 1.0
   Effective Date: June 2, 2016
   Site: Lincoln Crossing Elementary School

2. Name: Nina Sandhu
   Position: Speech & Language Pathologist
   FTE: 1.0
   Effective Date: June 30, 2017
   Site: Foskett Ranch Elementary School

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY: 65
Gabriel Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the classified personnel report.

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

June 6 , 2017

CLASSIFIED/MANAGEMENT

NEW HIRES:

1. Name: Olivia Mendez — Effective: 6/12/17
   Position: Special Education Clerk — Site: District Office
   Salary: CSEA, Range 22, Step A — Replacement
   Hours: 7 Hours/5 Days a week
   Days: 12 Months/Year

TRANSFER/PROMOTION:

1. Name: Faviola Melendrez-Lopez — Effective: 8/17/17
   Position: Paraprofessional Aide — Site: Lincoln High School
   Hours: 6 Hours/5 Days a week
   Days: 10 Months/Year

RESIGNATIONS:

1. Name: Cesar Balderas — Effective: 6/30/17
   Position: Intervention Services Provider — Site: Twelve Bridges Elementary
   Hours: 20 Minutes/5 Days a week
   Days: 10 Months/Year

2. Name: Debra Hutchinson — Effective: 6/30/17
   Position: Intervention Services Provider — Site: First Street School
   Hours: 5.5 Hours/5 Days a week
   Days: 10 Months/Year

3. Name: Faviola Melendrez-Lopez — Effective: 6/30/17
   Position: Paraprofessional Aide — Site: Carlin C. Coppin Elementary
   Hours: 3.75 Hours/5 Days a week
   Days: 10 Months/Year

4. Name: Barbara Wang — Effective: 6/30/17
   Position: Library Technician — Site: Lincoln High School
   Hours: 3 Hours/5 Days a week
   Days: 10 Months/Year

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Minutes:
- May 2, & 16, 2017 Regular Board of Trustee Meetings

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider adoption of the following minutes:

- May 2, & 16, 2017 Regular Board of Trustee Meetings

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve minutes.

wp/rk/factform

Western Placer Unified School District
Regular Meeting of the Board of Trustees
May 2, 2017, 7:00 P.M.
WPUSD District Office/City Hall Building-3rd Floor Conference Room
600 Sixth Street, Lincoln, CA 95648

MINUTES

2016-2017 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

Board Members Present:
Paul Carras, President
Paul Long, Vice President
Brian Haley, Clerk
Damian Armitage, Member
Kris Wyatt, Member

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business Services
Kerry Callahan, Assistant Superintendent of Educational Services
Gabe Simon, Assistant Superintendent of Personnel Services
Rosemary Knutson, Secretary to the Superintendent
Janna McCoy, LHS Student Advisory
Mackenzie Myers, Lincoln News Messenger

6:25 P.M. START

1. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. - 3rd Floor Conference Room

2. **COMMUNICATION FROM THE PUBLIC**
   There was no communication from the public

6:30 P.M.

3. **CLOSED SESSION** – WPUSD District Office – 4th Floor Overlook Room
   - 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**
     Bargaining groups: WPTA & CSEA Negotiations
     Agency Negotiators:
     ~Scott Leaman, Superintendent
     ~Gabe Simon, Assistant Superintendent of Personnel Services
     ~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
     ~Kerry Callahan, Assistant Superintendent of Educational Services

3.2 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

3.3 **PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release
Roll call vote:

3.4 **STUDENTS**
Student Private Placement – Case No. 2017020805 & 2017010345

7:00 P.M.

4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – District Office/City Hall Blvd., - 3rd Floor Conference Room
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1 ***Page 9*** **- CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
~Kerry Callahan, Assistant Superintendent of Educational Services

No action was taken

4.2 ***Page 10*** **- CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

No action was taken

4.3 ***Page 11*** **- PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

No action was taken

4.4 ***Page 12*** **- STUDENTS**
Student Private Placement – Case No. 2017020805 & 2017010345

Motion by Mr. Haley, seconded by Mrs. Wyatt, and passed by a 5-0 *(**Ayes:** Armitage, Carras, Haley, Long, Haley, Wyatt **No:** None)* vote to approve Student Agreement No. 2017020906 & 23017010345 as presented.

5. ***Page 14 - 96*** **- CONSENT AGENDA**
5.1 Certificated Personnel Report
5.2 Classified Personnel Report
5.3 Approval of Minutes for: April 4th & 18th, 2017

5.4 Approval of Warrants
5.5 Williams Uniform Quarterly Complaint Report
5.6 Ratification of Affiliation Agreement with Diablo Valley College
5.7 Ratification of Contract with Project GLAD for professional development in 2017-2018
5.8 Ratify Contract – Diverse Network Associates, Inc. and Western Placer U.S.D.
5.9 Approval of Change Order #4 for the Lincoln High School Addition and Modernization Project
5.10 Ratification of Memorandum of Understanding between California School Employees Association Chapter #741 and the Western Placer Unified School District.

Motion by Mr. Armitage, seconded by Mrs. Wyatt, and passed by a 5-0 *(**Ayes:** Long, Haley, Wyatt, Armitage, Carras **No:** None)* roll call vote to approve consent agenda as presented.

6. COMMUNICATION FROM THE PUBLIC

There was no communication from the public

7. REPORTS & COMMUNICATION

➢Lincoln High School Student Advisory, Janna McCoy reported the following:

- FFA meeting tomorrow, and banquet on the May 20th
- Relay for life is May 20th
- Starting Finals
- Students are concerned about the outside of the track, that it won't be finished by graduation.
- Next meeting will bring the new student representative for next year.

➢Western Placer Teacher's Association, Tara McCroskey asked the board if any of them have been to LHS? It's very entertaining! She wanted to share, just had a two hour meeting with Scott, and has been brainstorming with Gabe Simon and Kerry Callahan, and appreciates how everyone is working together. We have 22 days left of school.

➢Western Placer Classified Employee Association, Mike Kimbrough also shared how administration has been working with CSEA on issues, and working through it.

➢Superintendent, Scott Leaman shared the following:

- Had a great "Teachers who made a difference" yesterday, it was very positive
- Testing has begun, so far no tech issues
- Will be attending the CSEY(Classified School Employee of the Year) and TOTY (Teacher of the Year) reception on May 15th
- Update on the new high school, met with stakeholders, looking at mitigating the fairy shrimp issue. We will be looking at eligibility money from the state due to the fairy shrimp.
- Board is all signed up on graduations assignments
- Will be recognizing at the next board meeting.

8. ◆ACTION ◆DISCUSSION ◆INFORMATION

8.1 Action *Page 98* – **APPROVE RESOLUTION NO. 16/17.29, AUTHORIZING THE ISSUANCE OF 2017 TAX AND REVENUE ANTICIPATION NOTES AND REQUESTING THE BOARD OF SUPERVISORS OF PLACER COUNTY TO ISSUE SAID NOTES** – **Kilpatrick** *(16-17 G & O Component I, II, III, IV, V)*

●TAX Revenue Anticipation Notes (TRANS) are used as a financing tool to mitigate cash flow deficits. The notes are issued at a tax-exempt interest rate, which is substantially lower than normal bank loans.

Mr. Leaman presented the Resolution in absence of Audrey Kilpatrick, this is something that is done annually. Motion by Mr. Haley, seconded by Mr. Armitage, and passed by a 5-0 *(Ayes: Haley, Wyatt, Armitage, Long, Carras No: None)* roll call vote to approve Resolution No. 16/17.29 authorizing the issuance of 2017 Tax and Revenue anticipation Notes and requesting the Board of Supervisors of Placer County to issue said notes.

8.2 Discussion/ Action *Page 115* – **AMENDMENT TO JOHN ADAMS CHARTER** – **Leaman** *(16-17 G & O Component I, II, III, IV, V)*

●John Adams Lincoln has requested amendments to their approved charter with the district. The attached amendments include changing the admission criteria and making instructional minutes equal or greater than State law.

Mr. Leaman presented the requested changes to the approved charter. Scott met with John Adams administration. They are looking at putting temporary portables on the property on Oak Tree Lane, and are exploring the purchasing of land by Kaiser Permanente building, due to the difficulties with the original site. The changes include admission criteria and instructional minutes. Motion by Mr. Long, seconded by Mr. Armitage, and passed by a 5-0 *(Ayes: Armitage, Carras, Haley, Long, Wyatt No: None)* vote to approve the amendment to John Adams Charter.

8.3 Discussion *Page 123* – **NAMING OF FACILITY (BP 7310)** – **Leaman** *(16-17 G & O Component I, II, III, IV, V)*

●The Farm Foundation has requested the new welding building at the Lincoln High School Farm be named the "Pat McCartney Welding Building." The process of naming a building based on Board Policy 7310 (attached) includes the establishment of a committee, a public hearing, and action by the Board.

Mr. Leaman presented the request of naming the welding building located on the school farm. He explained the three phases of naming a building, based on Board Policy. The Farm Foundation was trying to keep it a secret as a surprise. This can be presented by the Farm Committee. The Board of Trustees directed the Superintendent to bring back the information from the Farm Foundation Committee, including the minutes.

8.4 Discussion/ Action *Page 126* – **CONSIDER APPROVING REVISED JOB DESCRIPTION FOR SPECIAL EDUCATION CLERK** – **Simon** *(16-17 G & O Component I, II, III, IV, V)*

•As a part of the ongoing review of District needs, programs, and staffing by the District there exists a need to approve a revised job description for a classified Special Education Clerk in order to establish the revised job requirements.

Gabe Simon presented the Special Education Clerk job description for approval on revisions. Motion by Mr. Armitage, seconded by Mrs. Wyatt, and passed by a 5-0 *(**Ayes:** Armitage, Carras, Haley, Long, Wyatt **No:** None)* vote to approve the revised job description for Special Education Clerk.

8.5 Action *Page 129* - **ADOPTION OF REVISED/NEW POLICIES/EXHIBITS/ REGULATIONS – Leaman** *(16-17 G & O Component I, II, III, IV, V)*

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- BP 0460 Local Control and Accountability Plan
- BP/AR 3260 Fees and Charges
- Exhibit 4112.9 Employee Notifications
- AR 4161.1/4361.1 Personal Illness/Injury Leave
- AR 4261.1 Personal Illness/Injury Leave
- BP 5111 Admission
- BP 5111.1 District Residency
- BP 6111 School Calendar
- BP 6117 Year-Round Schedules
- BP 6144 Controversial Issues

There was request to pull policy BP 6144. Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 5-0 *(**Ayes:** Armitage, Carras, Haley, Long, Wyatt **No:** None)* vote to approve revised/new policies as presented, with the exception on BP 6144.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Armitage had no comment
Mrs. Wyatt shared Piper is the new mascot for the Potters Baseball Team
Mr. Haley enjoyed the farm dinner
Mr. Long the farm grand opening was a wonderful event, there were a ton of people present. They had 400 hotdogs and they ran out.
Mr. Carras the farm opening was great. Scott will be a celebrity waiter for Lighthouse at the Meridian

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **May 16, 2017** 7:00 P.M., Regular Meeting of the Board of Trustees – First Street Elementary School, 1400 First Street, Lincoln

11. ADJOURNMENT

There being no further business the meeting was adjourned at 7:45 p.m.

Paul Carras, President

Brian Haley, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

Accommodating Those Individuals with Special Needs:
In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

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Western Placer Unified School District
Regular Meeting of the Board of Trustees
May 16, 2017, 7:00 P.M.
First Street Elementary School – Multi-Purpose Room
1400 First Street, Lincoln, CA 95648

MINUTES

2016-2017 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

Board Members Present:
Paul Carras, President
Paul Long, Vice President
Brian Haley, Clerk
Damian Armitage, Member
Kris Wyatt, Member

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business Services
Kerry Callahan, Assistant Superintendent of Educational Services
Gabe Simon, Assistant Superintendent of Personnel Services
Rosemary Knutson, Secretary to the Superintendent
Ruben Ayala, Principal
Janna McCoy, LHS Student Advisory
Mackenzie Myers, Lincoln News Messenger

6:30 P.M. START

1. **CALL TO ORDER** – First Street Elementary School – Multi-Purpose Room

2. **COMMUNICATION FROM THE PUBLIC**
   There was no communication from the public

6:35 P.M.

3. **CLOSED SESSION** – First Street Elementary School – Office Conference Room
   - 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**
     Bargaining groups: WPTA & CSEA Negotiations
     Agency Negotiators:
     ~Scott Leaman, Superintendent
     ~Gabe Simon, Assistant Superintendent of Personnel Services
     ~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
     ~Kerry Callahan, Assistant Superintendent of Educational Services

3.2 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

3.3 **PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

7:00 P.M.

4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – First Street Elementary School – Multi-Purpose Room
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1 ***Page 8*** **- CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
~Kerry Callahan, Assistant Superintendent of Educational Services

No action was taken

4.2 ***Page 9*** **- CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

No action was taken

4.3 ***Page 10*** **- PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

No action was taken

5. **SPECIAL ORDER OF BUSINESS**

5.1 ***Page 12*** - District will Honor:

- Retirees
- Employees of the Year
- Teachers of the Year

5.2 ***Page 15*** – First Street Elementary School will be featured

Ruben Ayala, Principal shared information on the two students recognized for receiving certificates for being Selling Bee winners. Tracey Pellegrino spoke on a new program she is putting together for next year. It's the "Roadrunner Ambassador Program" which includes positive character traits, which includes playground, as well as throughout the school.

Ruben touched on the Kindergarten Extended Day Program, and its success. He introduced Mrs. Wagner, Ms. Munno and Mrs. Vargas who shared the progress in the program. They

have found it to be very effective for all kindergarten students. They each touched on how this has improved skill development.

6. *Page 18 - 78* - **CONSENT AGENDA**

6.1 Certificated Personnel Report
6.2 Classified Personnel Report
6.3 Approve the California Interscholastic Federation Application for the 2017-18 School Year at Lincoln High School.
6.4 Ratify Contract between Capitol Public Finance Group and WPUSD – Municipal Security Issuance Services related to issuance of General Obligation Bonds
6.5 Ratification of Agreement with KidZKount and WPUSD – 2017-18 School Year
6.6 Ratify Contract between Capitol Public Finance Group and WPUSD – Municipal Security Issuance Services of the 2017 TRAN
6.7 Approve Lincoln High School Farm donation – GMC Dump Truck
6.8 Ratification of Contract with 2 Teacher, LLC
6.9 Ratification of Contract with Cyber High
6.10 Ratification of Annual Contract with Schoology
6.11 Lincoln High School Choral Department donation – Baby Grand Piano

Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 5-0 *(Ayes: Long, Haley, Wyatt, Armitage, Carras No: None)* roll call vote to approve consent agenda as presented.

7. **COMMUNICATION FROM THE PUBLIC**

There was no communication from the public

8. **REPORTS & COMMUNICATION**

➢Lincoln High School Student Advisory, Janna McCoy shared the following:

- Testing at LHS
- Seniors are visiting elementary schools
- Senior Awards night was May 10th
- Graduation is approaching
- Track students are at Sections today
- Softball is in playoffs
- Spring Dance is this Friday
- Dance Show yesterday
- Last Band Concert tonight
- May "Play Day" will be on the 22nd.
- FFA Banquet this weekend
- Drama Club is raising funds
- She introduced next year's student representative, Rebecca Luy for 2017-2018, Rebecca shared a few words with the board

➢Western Placer Teacher's Association, Tara McCroskey had no report

➢Western Placer Classified Employee Association, Mike Kimbrough, Gus Nevarez was present for CSEA, he had no report.

➢Superintendent, Scott Leaman shared the following:

- Met with City manager today regarding the 2 x 2 meeting
- Will be highlighting school constructions
- Testing at LHS has gone very smoothly
- Reminder on graduations
- Attended Classified Employee of the Year/Teacher of the Year Reception yesterday.

9. *Page 80* - **PUBLIC HEARING**

Public Hearing on Plan for use of College Readiness Block Grant Funds

As a condition of receiving College Readiness Block Grant (CRBG) funds, a school district, county office of education, charter school, or state special school is required to develop and adopt a plan delineating how the CRBG funds will be spent. The plan must be explained in a public meeting of the governing board of the school district of county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

Kerry Callahan reviewed the purpose of the public hearing, and where the grant funds would be used. Funds must be spent by June 2019. Mr. Carras opened public hearing at 8:08, there being no questions hearing was closed.

10. ♦ACTION ♦DISCUSSION ♦INFORMATION

10.1 Information/ *Page 84* – MAY REVISION – UPDATE OF 2017-18 GOVERNOR'S

Discussion PROPOSED STATE BUDGET – **Kilpatrick** *(16-17 G & O Component I, II, III, IV, V)*

♦On May 11, 2017, Governor Jerry Brown released his May Revision to the proposals for the 2017-18 State Budget. The May Revision is a statutory opportunity for the Governor to recast his proposals in light of the latest economic data.

Audrey reviewed the May revision, she reviewed the following:

- State General Fund Revenue Changes since January
- K-12 Proposal – Overview
- K-12 Proposal – LCFF GAP Closure Estimates
- Other Program and Spending Adjustments
- CalSTRS and CalPERS
- K-12 School Facilities Program
- Closing Thoughts on May Revision
- June 6th for review
- June 20 for final approval

This was information only item.

11. **BOARD OF TRUSTEES**

11.1 **FUTURE AGENDA ITEMS**

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

11.2 **BOARD MEMBER REPORTS/COMMENTS**

Mr. Long thanked Mr. Ayala, it was a wonderful program. Will not be at the June 6th board meeting.

Mr. Haley thanked the teachers, it was an excellent program
Mrs. Wyatt traveled with the seniors today as they visited elementary schools. It's great watching the teacher's faces when they see their past students. Attended the Senior Awards night.
Mr. Armitage thanked Mr. Ayala and the teacher's for their presentation
Mr. Carras shared the presentation was excellent

12. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **June 6, 2017** 7:00 P.M., Regular Meeting of the Board of Trustees – District Office/City Hall Bldg., 3rd Floor Conference Room
- **June 20, 2017** 7:00 P.M., Regular Meeting of the Board of Trustees – District Office/City Hall Bldg., 3rd Floor Conference Room

13. ADJOURNMENT

There being no further business, the meeting was adjourned at 8:28 p.m.

Paul Carras, President

Brian Haley, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:
Ayes:
Noes:
Absent:

Accommodating Those Individuals with Special Needs:
In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

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WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:
Warrants may be found at
www.wpusd.k12.ca.us

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
N/A

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the May 2, 2017 board meeting.

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve warrants as submitted.

wp/rk/factsheetwarrants

Checks Dated 05/26/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85558725	05/26/2017	Audrey K. Kilpatrick	01-5200		147.88
85558726	05/26/2017	ALAN S BROOKS	25-6290		600.00
85558727	05/26/2017	ASBURY ENVIRONMENTAL SERVICES	01-5800		175.00
85558728	05/26/2017	AT&T	01-5560		768.06
85558729	05/26/2017	B.Z. SERVICE STATION	01-5600		1,241.50
85558730	05/26/2017	BLACKBURN CONSULTING	25-6280		1,512.00
85558731	05/26/2017	C & S TELECOMMUNICATIONS INC	01-5600		747.50
85558732	05/26/2017	CDW GOVERNMENT INC	01-4300		2,636.60
85558733	05/26/2017	CHRISTOPHER FREEMAN - DBA POWER PROTECTION PLUS	01-5600		540.00
85558734	05/26/2017	CLIMATE CONTROL INC	01-5600	2,564.26	
			35-5600	113.00	2,677.26
85558735	05/26/2017	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		2,153.93
85558736	05/26/2017	GRAINGER .	01-4300		199.63
85558737	05/26/2017	HILLYARD / SACRAMENTO	01-4300		311.74
85558738	05/26/2017	INDOOR ENVIRONMENTAL SERVICES	35-5600		632.50
85558739	05/26/2017	J & J SCREEN & GLASS	01-5600		343.62
85558740	05/26/2017	LOWE'S	01-4300		1,596.89
85558741	05/26/2017	MARY WILKIE - DBA WHEST KOAST PLUMBING	35-5600		14,350.00
85558742	05/26/2017	PACIFIC GAS & ELECTRIC CO	01-5510		122,614.62
85558743	05/26/2017	PAUL LEE NUZMAN - DBA OMG DIVERSIFIED DOOR & LOCK	01-4300		454.18
85558744	05/26/2017	RAINFORTH GRAU ARCHITECTS	21-6210		37.50
85558745	05/26/2017	RAPID ROOTER	01-5800		75.00
85558746	05/26/2017	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		189.06
85558747	05/26/2017	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		334.13
85558748	05/26/2017	RIEBES AUTO PARTS	01-4365		1,193.89
85558749	05/26/2017	SACRAMENTO THEATRICAL LIGHTING	01-4300		109.18
85558750	05/26/2017	SHI INTERNATIONAL CORP	01-4300	9,288.38	
			01-5800	24,072.62	33,361.00
85558751	05/26/2017	SIERRA OFFICE SUPPLIES &	01-4300		22.33
85558752	05/26/2017	SOLON FIRE CONTROL	01-5800		594.51
85558753	05/26/2017	SPURR	01-5530		11,728.38
85558754	05/26/2017	STINEMAN'S FARM SUPPLY	01-4300		44.61
85558755	05/26/2017	SUTTER MEDICAL FOUNDATION	01-5800		220.00
85558756	05/26/2017	TMH - TOYOTA MATERIAL HANDLING NORTHERN CALIFORNIA	01-5800		1,875.00
85558757	05/26/2017	TUFF SHED INC	01-6400		8,236.00
85558758	05/26/2017	UNIVERSAL SPECIALTIES, INC.	01-4300		174.10
85558759	05/26/2017	WAVE BUSINESS WAVE BROADBAND-ROCKLIN	01-5560		2,217.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/26/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85558760	05/26/2017	WESTERN PLACER WASTE	01-5540		112.69
85558761	05/26/2017	WILCO SUPPLY	01-4300		75.78
85558762	05/26/2017	Melanee Ford	01-5200		144.96
85558763	05/26/2017	Carmen D. Perez Ceja	01-9550		87.36
85558764	05/26/2017	Scott E. Pickett	01-5200		89.26
85558765	05/26/2017	AVID CENTER	01-4300	1,381.00	
			01-5200	16,745.26	
			01-5300	5,498.42	
			01-5800	1,455.32	25,080.00
85558766	05/26/2017	BANK OF AMERICA #4333	01-4300	3,347.34	
			01-5200	562.47	
			01-5800	720.00	4,629.81
85558767	05/26/2017	JABBERGYM INC.	01-5800		4,475.00
85558768	05/26/2017	LAKESHORE LEARNING MATERIALS	01-4300		517.28
85558769	05/26/2017	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		2,457.00
85558770	05/26/2017	MEDICAB OF SACRAMENTO/SIERRA	01-5800		2,544.50
85558771	05/26/2017	MEDICAL BILLING TECHNOLOGIES	01-5800		132.50
85558772	05/26/2017	NATIONAL GEOGRAPHIC EXPLORER	01-4300		630.00
85558773	05/26/2017	ODYSSEY LEARNING CENTER, INC.	01-5800		4,516.29
85558774	05/26/2017	PCOE - PLACER CO OFFICE OF ED	01-7142		760.07
85558775	05/26/2017	PLACER COUNTY SELPA	01-5200		1,560.00
85558776	05/26/2017	SACRAMENTO CO OFFICE OF ED.	01-5200		240.00
85558777	05/26/2017	SAFEWAY INC	01-4300		363.91
85558778	05/26/2017	SCHOLASTIC MAGAZINE	01-4100		1,326.21
85558779	05/26/2017	Schools Insurance Group	01-3401		978.34
85558780	05/26/2017	SIG EMPLOYEE BENEFITS TRUST	76-9558		694,142.65
85558781	05/26/2017	THE FRUITGUYS	01-4300		55.00
85558782	05/26/2017	TOYS R US	01-4300		316.53
85558783	05/26/2017	WELLNESS TOGETHER	01-5200		150.00
85558784	05/26/2017	Ruben A. Ayala	01-5200		145.04
85558785	05/26/2017	Reynaldo A. Cubias	01-4300		18.08
85558786	05/26/2017	Albert A. Medina	01-5600		38.19
85558787	05/26/2017	Karen C. Newman	01-5800		500.00
85558788	05/26/2017	Tanya L. O'Geen	01-5800		462.25
85558789	05/26/2017	Reno P. Penders	01-4300		120.00
85558790	05/26/2017	APPLE INC.	01-4300	5,643.77	
			01-4400	432.93	6,076.70
85558791	05/26/2017	ATHLETICS UNLIMITED	01-4300		155.74
85558792	05/26/2017	AWARD EMBLEM MFG. CO. INC.	01-4300	608.96	
			Unpaid Tax	39.62-	569.34
85558793	05/26/2017	BARNES & NOBLE BOOKSTORES	01-4300		334.23
85558794	05/26/2017	CDW GOVERNMENT INC	01-4300	14,614.27	
			01-4400	3,502.31	18,116.58
85558795	05/26/2017	CELEBRATIONS PARTY RENTALS	01-5600		162.62
85558796	05/26/2017	DISCOUNT DANCE LLC	01-4300		127.30

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Checks Dated 05/26/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85558797	05/26/2017	DISCOUNT SCHOOL SUPPLY	01-4300		70.97
85558798	05/26/2017	DISCOVERY OFFICE SYSTEMS	01-4300	396.82	
			01-5600	169.37	566.19
85558799	05/26/2017	ENTERPRISE RENT A CAR	01-5800		1,188.45
85558800	05/26/2017	FLORA FRESH, INC.	01-4300		501.93
85558801	05/26/2017	FOLLETT LIBRARY RESOURCES	01-4200	4,201.57	
			01-4300	181.18	4,382.75
85558802	05/26/2017	FOLLETT SCHOOL SOLUTIONS, INC.	01-4200		593.70
85558803	05/26/2017	HAWKINS OFFICIATING SERVICE	01-5800		770.00
85558804	05/26/2017	INSECT LORE	01-4300		61.52
85558805	05/26/2017	KRISTON L TAGUE - DBA TAGUE BAND INSTRUMENT SERVICES	01-5600		706.75
85558806	05/26/2017	LAKESHORE LEARNING MATERIALS	01-4300		398.11
85558807	05/26/2017	LITTLE CAESARS PIZZA	01-4300		32.18
85558808	05/26/2017	MASE CENTER	01-5200		580.00
85558809	05/26/2017	NICKY'S COMMUNICATOR	01-4300	670.32	
			Unpaid Tax	45.32-	625.00
85558810	05/26/2017	OFFICE DEPOT	01-4300		589.22
85558811	05/26/2017	ORIENTAL TRADING COMPANY INC	01-4300	135.03	
			Unpaid Tax	8.12-	126.91
85558812	05/26/2017	PLANK ROAD PUBLISHING INC	01-4300		490.66
85558813	05/26/2017	PRECISION WEST TECHNOLOGIES	01-4400		3,421.62
85558814	05/26/2017	PROJECT LEAD THE WAY INC	01-4300		9,053.38
85558815	05/26/2017	REALLY GOOD STUFF	01-4300	455.89	
			Unpaid Tax	28.45-	427.44
85558816	05/26/2017	SAFEWAY INC	01-4300		67.30
85558817	05/26/2017	SCHOLASTIC BOOK CLUBS	01-4200		118.00
85558818	05/26/2017	SCHOOL LIFE A DIVISION OF IMAGESTUFF.COM	01-4300	218.43	
			Unpaid Tax	13.75-	204.68
85558819	05/26/2017	SCHOOL SPECIALTY INC	01-4300		310.25
85558820	05/26/2017	SCHOOL TECH SUPPLY	01-4300	3,778.17	
			01-4400	1,843.65	5,621.82
85558821	05/26/2017	STAPLES BUSINESS ADVANTAGE	01-4300		5,211.10
85558822	05/26/2017	TEACHER DIRECT	01-4300	28.25	
			Unpaid Tax	1.37-	26.88
85558823	05/26/2017	TEACHERS PAY TEACHERS DEPT. 6759	01-4300	241.38	
			Unpaid Tax	15.92-	225.46
85558824	05/26/2017	THE COLLEGE BOARD	01-4300	690.00	
			01-5200	35.00	725.00
85558825	05/26/2017	THE DBQ COMPANY	01-4100	1,123.69	
			Unpaid Tax	70.69-	1,053.00
85558826	05/26/2017	TOTALLY TROPHIES	01-4300		31.32
85558827	05/26/2017	U.C. REGENTS	01-5200		400.00
		Total Number of Checks	**103**		**1,024,907.40**

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ESCAPE ONLINE

Checks Dated 05/26/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	97	313,742.99
21	Building Fund #1	1	37.50
25	Capital Facilities Fund	2	2,112.00
35	Schools Facilities (Prop 1A)	3	15,095.50
76	Payroll Fund	1	694,142.65
	Total Number of Checks	103	1,025,130.64
	Less Unpaid Tax Liability		223.24-
	Net (Check Amount)		**1,024,907.40**

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ESCAPE ONLINE

Checks Dated 05/19/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85557396	05/19/2017	Brooke A. Barker	01-5200		20.12
85557397	05/19/2017	Jason D. Rogers	01-5200		60.35
85557398	05/19/2017	Rhianon R. Zinzun	01-5200		14.98
85557399	05/19/2017	ADD SOME CLASS	01-4300		2,962.70
85557400	05/19/2017	CDW GOVERNMENT INC	01-4300		1,181.56
85557401	05/19/2017	DAWSON OIL COMPANY	01-4345	4,841.18	
			01-4350	5,729.50	10,570.68
85557402	05/19/2017	DECKER EQUIPMENT	01-4300	270.23	
			Unpaid Tax	14.66-	255.57
85557403	05/19/2017	FAR WEST RENTS & READY MIX	01-5600		150.00
85557404	05/19/2017	FLINT BUILDERS, INC.	21-6270		38,340.00
85557405	05/19/2017	FLINT BUILDERS, INC.	21-6270		728,403.00
85557406	05/19/2017	GCR TIRES & SERVICE	01-4360		225.16
85557407	05/19/2017	GRAINGER .	01-4300		47.14
85557408	05/19/2017	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		293.81
85557409	05/19/2017	HORIZON	01-4300		184.34
85557410	05/19/2017	INTEGRATED FIRE SYSTEMS INC	01-5600		1,666.01
85557411	05/19/2017	NAVIA BENEFIT SOLUTIONS	01-5800		137.50
85557412	05/19/2017	PADRE ASSOCIATES, INC.	21-6140		5,250.00
85557413	05/19/2017	PPG PAINTS ARCHITECTURAL FINISHES, INC.	01-4300		48.10
85557414	05/19/2017	RAY MORGAN CO. / CHICO	01-5600		28.81
85557415	05/19/2017	ROY R. RADTKE - DBA APPROVED SAFE & LOCK	01-5600		188.13
85557416	05/19/2017	WILCO SUPPLY	01-4300		62.76
85557417	05/19/2017	Tracey N. Lillie	11-5200		9.63
85557418	05/19/2017	Kevin R. Stanley	01-9550		21.00
85557419	05/19/2017	EDUCATIONAL INNOVATIONS INC	01-4300		428.55
85557420	05/19/2017	KINGSLEY BOGARD THOMPSON LLP	01-5810		1,190.00
85557421	05/19/2017	LAKESHORE LEARNING MATERIALS	01-4300		963.91
85557422	05/19/2017	LD PRODUCTS	01-4300		192.15
85557423	05/19/2017	LOZANO SMITH LLP	01-5810		11,418.78
85557424	05/19/2017	MEDICAL BILLING TECHNOLOGIES	01-5800		122.85
85557425	05/19/2017	PLACER LEARNING CENTER	01-5800		33,839.45
85557426	05/19/2017	SPECIALIZED EDUC OF CA, INC. DBA SIERRA SCHOOLS	01-5800		5,043.00
85557427	05/19/2017	THE FRUITGUYS	01-4300		55.00
85557428	05/19/2017	AIR CONTROL SERVICES, INC.	13-5600		3,415.05
85557429	05/19/2017	CROWN DISTRIBUTING INC.	13-4380		2,268.29
85557430	05/19/2017	CULTURE SHOCK YOGURT	13-4710		449.40
85557431	05/19/2017	DANIELSEN COMPANY	13-4380	129.29	
			13-4710	3,994.81	
			Unpaid Tax	2.00-	4,122.10
85557432	05/19/2017	DISCOUNT SCHOOL SUPPLY	01-4300		307.84
85557433	05/19/2017	GOLD STAR FOODS, INC	13-4710		6,578.12

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Checks Dated 05/19/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85557434	05/19/2017	ORIENTAL TRADING COMPANY INC	01-4300	553.94	
			Unpaid Tax	37.45-	516.49
85557435	05/19/2017	PRODUCERS DAIRY FOODS, INC.	13-4710		6,238.64
85557436	05/19/2017	PROPACIFIC FRESH	13-4380	24.98	
			13-4710	8,480.96	8,505.94
85557437	05/19/2017	S & S WORLDWIDE	01-4300		1,596.53
85557438	05/19/2017	SCHOOL SPECIALTY INC	01-4300		1,480.45
85557439	05/19/2017	SLIC CO-OP LEAD DISTRICT	13-5800		50.00
85557440	05/19/2017	SYSCO SACRAMENTO	13-4710		4,699.85
85557441	05/19/2017	UNIFIRST CORPORATION	13-5800		303.44
85557442	05/19/2017	FELICIANO MAURICIO	13-8699		29.25
85557443	05/19/2017	Jessica M. Fernandez	01-5200		117.64
85557444	05/19/2017	Karina A. Kappmeyer-Sofia	01-4300		40.47
85557445	05/19/2017	Dennis E. Santos	01-4300		160.80
85557446	05/19/2017	Scott L. Seacrist	01-4300		199.94
85557447	05/19/2017	Christopher S. Wardlaw	01-4300		132.89
85557448	05/19/2017	AMERICAN SOCCER COMPANY, INC.	01-4300		212.99
85557449	05/19/2017	AMF BOWLING CENTERS INC DBA ROCKLIN LANES	01-5800		1,350.00
85557450	05/19/2017	APPLE INC.	01-4300	325.68	
			01-4400	625.98	951.66
85557451	05/19/2017	ATHLETICS UNLIMITED	01-4300		4,719.08
85557452	05/19/2017	AWARD EMBLEM MFG. CO. INC.	01-4300	255.48	
			Unpaid Tax	15.72-	239.76
85557453	05/19/2017	B&H PHOTO VIDEO	01-4400		599.98
85557454	05/19/2017	CDW GOVERNMENT INC	01-4300	2,022.40	
			01-4400	4,730.03	6,752.43
85557455	05/19/2017	CLEMENTINE PHOTO BOOTHS LLC	01-5600		369.50
85557456	05/19/2017	CLEMENTINE PHOTO BOOTHS LLC	01-5600		244.50
85557457	05/19/2017	COAST TO COAST COMPUTER PRODUCTS	01-4300		56.83
85557458	05/19/2017	CONSCIOUS DISCIPLINE.COM	01-4300	74.21	
			Unpaid Tax	4.21-	70.00
85557459	05/19/2017	D3 SPORTS	01-4300		251.31
85557460	05/19/2017	DECKER EQUIPMENT	01-4300		914.49
85557461	05/19/2017	DEMCO MEDIA	01-4200	246.15	
			01-4300	662.26	908.41
85557462	05/19/2017	DINN BROS., INC.	01-4300	231.06	
			Unpaid Tax	13.46-	217.60
85557463	05/19/2017	ENTERPRISE RENT A CAR	01-5800		626.24
85557464	05/19/2017	EXCEL PHOTOGRAPHERS	01-4300		1,502.55
85557465	05/19/2017	FLINN SCIENTIFIC INC	01-4300		129.82
85557466	05/19/2017	FOLLETT SCHOOL SOLUTIONS, INC.	01-4300		870.49
85557467	05/19/2017	FREY SCIENTIFIC	01-4300		105.52
85557468	05/19/2017	GOPHER SPORT	01-4300		3,067.84
85557469	05/19/2017	HOBART INST. OF WELDING TECH	01-4300	750.94	

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Checks Dated 05/19/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85557469	05/19/2017	HOBART INST. OF WELDING TECH	01-4400	836.76	
			Unpaid Tax	105.30-	1,482.40
85557470	05/19/2017	INSECT LORE	01-4300		91.95
85557471	05/19/2017	INTERNATIONAL EZ UP INC	01-4300		1,465.95
85557472	05/19/2017	J.W. PEPPER & SON INC	01-4300		572.98
85557473	05/19/2017	JULIE ULMER IN-WEAVE INC	01-4300	193.04	
			Unpaid Tax	13.05-	179.99
85557474	05/19/2017	KELVIN L. CLARK - DBA SIERRA CUSTOM AWARDS	01-4300		61.62
85557475	05/19/2017	LAKESHORE LEARNING MATERIALS	01-4300		310.37
85557476	05/19/2017	NASCO MODESTO	01-4300		883.52
85557477	05/19/2017	NICKY'S COMMUNICATOR	01-4300	670.32	
			Unpaid Tax	45.32-	625.00
85557478	05/19/2017	OFFICE DEPOT	01-4300		714.82
85557479	05/19/2017	ORIENTAL TRADING COMPANY INC	01-4300	635.11	
			Unpaid Tax	38.87-	596.24
85557480	05/19/2017	PJ'S MAIL & PARCEL SERVICE	01-4300		18.94
85557481	05/19/2017	PLACER AREA READING COUNCIL	01-5200		75.00
85557482	05/19/2017	QUALITY PLANNERS INC	01-4300	755.31	
			Unpaid Tax	39.81-	715.50
85557483	05/19/2017	RAY MORGAN CO. / CHICO	01-5600		132.39
85557484	05/19/2017	REALLY GOOD STUFF	01-4300	197.43	
			Unpaid Tax	12.16-	185.27
85557485	05/19/2017	RIEBES AUTO PARTS	01-4300		18.76
85557486	05/19/2017	ROBERTO HAZEGHAZAM DBA AMERICAN LOGOWEAR	01-4300		389.78
85557487	05/19/2017	S & S WORLDWIDE	01-4300		140.45
85557488	05/19/2017	SAFEWAY INC	01-4300		206.82
85557489	05/19/2017	SCHOLASTIC BOOK CLUBS	01-4300		106.00
85557490	05/19/2017	SCHOLASTIC BOOK FAIRS - 13	01-4300		1,493.37
85557491	05/19/2017	SCHOOL SPECIALTY INC	01-4300		172.52
85557492	05/19/2017	SCHOOL TECH SUPPLY	01-4400		1,514.55
85557493	05/19/2017	SIERRA OFFICE SUPPLIES &	01-4300		152.89
85557494	05/19/2017	STAPLES BUSINESS ADVANTAGE	01-4300		18,276.71
85557495	05/19/2017	SUNSPLASH/GOLFLAND	01-5800		4,999.00
85557496	05/19/2017	TEACHER DIRECT	01-4300	314.40	
			Unpaid Tax	21.26-	293.14
85557497	05/19/2017	TOTAL COMPENSATION SYS INC	01-5800		3,600.00
85557498	05/19/2017	WARD'S NATURAL SCIENCE	01-4300		1,339.00
85557499	05/19/2017	WAVE Cable TV	01-5800		20.06
85557500	05/19/2017	WILLIAM P. PRESTON JR.	01-5800		300.00
85557501	05/19/2017	WOODWIND & BRASSWIND	01-4300	1,994.19	
			01-4400	2,014.16	4,008.35
		Total Number of Checks	**106**		**953,892.51**

Fund Recap

Fund	Description	Check Count	Expensed Amount

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Checks Dated 05/19/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	91	145,591.07
11	Adult Education Fund	1	9.63
13	Cafeteria Fund	11	36,662.08
21	Building Fund #1	3	771,993.00
	Total Number of Checks	106	954,255.78
	Less Unpaid Tax Liability		363.27-
	Net (Check Amount)		**953,892.51**

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Checks Dated 05/12/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85555922	05/12/2017	ADVANCED INTEGRATED PEST	01-5800		1,288.00
85555923	05/12/2017	ALAN S BROOKS	21-6290		7,987.50
85555924	05/12/2017	BUS WEST - FRESNO	01-4365		529.41
85555925	05/12/2017	CAPITOL PUBLIC FINANCE GROUP	21-5800	2,730.00	
			25-5800	1,755.00	4,485.00
85555926	05/12/2017	CITY OF LINCOLN	01-5540	6,272.94	
			01-5550	417.04	
			01-5570	12,042.19	18,732.17
85555927	05/12/2017	DISCOVERY OFFICE SYSTEMS	01-5600		29.67
85555928	05/12/2017	FAR WEST RENTS & READY MIX	01-5600		124.38
85555929	05/12/2017	GRAINGER .	01-4300		62.17
85555930	05/12/2017	JIVE COMMUNICATIONS, INC.	01-5560		555.58
85555931	05/12/2017	MARY WILKIE - DBA WHEST KOAST PLUMBING	01-5600		349.50
85555932	05/12/2017	PACIFIC GAS & ELECTRIC CO	01-5510		953.96
85555933	05/12/2017	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		4,590.83
85555934	05/12/2017	SAC VAL JANITORIAL SALES	01-4300		26.01
85555935	05/12/2017	SIGLER, INC.	01-4300		597.53
85555936	05/12/2017	SITEONE LANDSCAPE SUPPLY	01-4300		39.53
85555937	05/12/2017	WARREN CONSULT ENGINEERS INC	21-6140		1,600.00
85555938	05/12/2017	WAVE BUSINESS WAVE BROADBAND-ROCKLIN	01-5560		13,000.00
85555939	05/12/2017	Scott A. Beatty	01-9550		1,974.00
85555940	05/12/2017	Lori J. Fury	01-5200		35.15
85555941	05/12/2017	Amanda Y. Gee	01-5200		272.32
85555942	05/12/2017	ELISE HAUGH - DBA SPEECH & LANGUAGE THERAPY &	01-5800		7,300.00
85555943	05/12/2017	GUIDING FITNESS	01-5800		600.00
85555944	05/12/2017	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		273.13
85555945	05/12/2017	LEARNING SOLUTIONS INC	01-5800		3,716.72
85555946	05/12/2017	LOZANO SMITH LLP	01-5200		375.00
85555947	05/12/2017	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		1,613.22
85555948	05/12/2017	MEDICAL BILLING TECHNOLOGIES	01-5800		99.90
85555949	05/12/2017	ODYSSEY LEARNING CENTER, INC.	01-5800		6,674.31
85555950	05/12/2017	OFFICE DEPOT	01-4300		160.86
85555951	05/12/2017	SCHOOL STEPS, INC.	01-5800		16,800.00
85555952	05/12/2017	SIERRA FOOTHILLS ACADEMY	01-5800		39,234.63
85555953	05/12/2017	THE FRUITGUYS	01-4300		125.00
85555954	05/12/2017	U.S. BANK NATIONAL ASSOCIATION U.S. BANCORP PURCHASING CARD	01-4300	1,083.82	
			01-5200	8,619.51	
			01-5800	100.00	
			13-4710	8.74	
			21-5200	53.74	9,865.81

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ESCAPE ONLINE

Checks Dated 05/12/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85555955	05/12/2017	Scott M. Leaman	01-5200		128.20
85555956	05/12/2017	Tracey N. Lillie	01-4300	31.56	
			01-5200	102.19	133.75
85555957	05/12/2017	APPLE INC.	01-4390		500.00
85555958	05/12/2017	CDW GOVERNMENT INC	01-4390		22.59
85555959	05/12/2017	MEDICAB OF SACRAMENTO/SIERRA	01-5800		2,136.00
85555960	05/12/2017	PEARSON - PSYCHOLOGICAL CORP.	01-4300		55.05
85555961	05/12/2017	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300	168.92	
			Unpaid Tax	11.42-	157.50
85555962	05/12/2017	PRO-ED	01-4300	702.33	
			Unpaid Tax	43.43-	658.90
85555963	05/12/2017	Krystal G. Arnold	01-5200		29.96
85555964	05/12/2017	Nicole R. Bartlett	01-4300		20.88
85555965	05/12/2017	Christopher J. Bombard	01-5200		122.26
85555966	05/12/2017	Stacey Brown	01-4300		342.82
85555967	05/12/2017	Megan Curry	01-4300		493.05
85555968	05/12/2017	Kelly J. Kornacki-Castillo	01-4300		330.90
85555969	05/12/2017	Marlene A. Marello	01-4300		98.40
85555970	05/12/2017	Clinton J. Nelson	01-4300		517.24
85555971	05/12/2017	Rosabel Ortiz	01-4300		17.92
85555972	05/12/2017	Reno P. Penders	01-4300		1,077.52
85555973	05/12/2017	Ashlie A. Snider	01-5200		135.89
85555974	05/12/2017	Deborah C. Tofft	01-5200		439.02
85555975	05/12/2017	Matthew J. Tofft	01-5200		111.68
85555976	05/12/2017	"MASTER TEACHER, THE"	01-4300	71.42	
			Unpaid Tax	4.02-	67.40
85555977	05/12/2017	3D MOLECULAR DESIGNS LLC	01-4300		499.56
85555978	05/12/2017	AIRGAS	01-4300		80.85
85555979	05/12/2017	ALL METALS SUPPLY INC	01-4300		964.26
85555980	05/12/2017	AMERIGAS PROPANE LP	01-4300		197.31
85555981	05/12/2017	APPLE INC.	01-4300	432.93	
			01-4400	1,083.21	1,516.14
85555982	05/12/2017	ATHLETICS UNLIMITED	01-4300		133.26
85555983	05/12/2017	B&H PHOTO VIDEO	01-4300	211.88	
			01-4400	1,085.84	
			Unpaid Tax	87.74-	1,209.98
85555984	05/12/2017	BSN SPORTS SPORTS SUPPLY GROUP	01-4300		1,555.19
85555985	05/12/2017	BUREAU OF EDUCATION & RESEARCH	01-4300		134.00
85555986	05/12/2017	BURKETT'S OFFICE	01-4300		6,978.94
85555987	05/12/2017	CALTRONICS BUSINESS SYSTEMS	01-5600		942.78
85555988	05/12/2017	CAVENDISH SQUARE PUBLISHING	01-4200		494.36
85555989	05/12/2017	CDW GOVERNMENT INC	01-4300	1,802.33	
			01-4400	641.00	2,443.33

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Checks Dated 05/12/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85555990	05/12/2017	CHEVRON	01-4300		646.00
85555991	05/12/2017	CITY OF LINCOLN/NON UTILITY	01-5800		579.00
85555992	05/12/2017	COAST TO COAST COMPUTER PRODUCTS	01-4300		254.13
85555993	05/12/2017	CONCEPTS SCHOOL & OFFICE FURNISHINGS	01-4300		210.48
85555994	05/12/2017	DANCEWEAR SOLUTIONS	01-4300	440.85	
			Unpaid Tax	28.95-	411.90
85555995	05/12/2017	DEMCO MEDIA	01-4300		394.35
85555996	05/12/2017	DISCOUNT SCHOOL SUPPLY	01-4300		461.41
85555997	05/12/2017	FISHER SCIENTIFIC	01-4300		314.45
85555998	05/12/2017	FLINN SCIENTIFIC INC	01-4300		1,064.27
85555999	05/12/2017	FOLLETT LIBRARY RESOURCES	01-4200		990.77
85556000	05/12/2017	GOPHER SPORT	01-4300		328.51
85556001	05/12/2017	LOWE'S	01-4300		1,257.10
85556002	05/12/2017	MJB WELDING SUPPLY, INC.	01-4300		47.50
85556003	05/12/2017	MONOPRICE INC	01-4300		332.44
85556004	05/12/2017	NASCO MODESTO	01-4300		1,768.79
85556005	05/12/2017	NATIONAL FFA	01-4300	304.75	
			Unpaid Tax	18.85-	285.90
85556006	05/12/2017	OFFICE DEPOT	01-4300		1,106.96
85556007	05/12/2017	ORIENTAL TRADING COMPANY INC	01-4300	158.41	
			Unpaid Tax	9.50-	148.91
85556008	05/12/2017	PASCO SCIENTIFIC	01-4300		555.40
85556009	05/12/2017	PATON GROUP	01-4300		508.35
85556010	05/12/2017	PLACER FARM SUPPLY	01-4300		120.13
85556011	05/12/2017	POSTMASTER / GEMS	01-4300		686.00
85556012	05/12/2017	RAY MORGAN CO. / CHICO	01-5600		112.07
85556013	05/12/2017	REALLY GOOD STUFF	01-4300	223.48	
			Unpaid Tax	13.83-	209.65
85556014	05/12/2017	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-4300		1,140.00
85556015	05/12/2017	RISO PRODUCTS OF SAC INC	01-4300		2,243.67
85556016	05/12/2017	SAFEWAY INC	01-4300		273.24
85556017	05/12/2017	SAX ARTS & CRAFTS SCHOOL SPECIALTY	01-4300		36.73
85556018	05/12/2017	SCHOOL DATEBOOKS, INC.	01-4300		206.13
85556019	05/12/2017	SCHOOL SPECIALTY INC	01-4300		2,299.49
85556020	05/12/2017	SIERRA HAY & FEED	01-4300		78.71
85556021	05/12/2017	SIERRA OFFICE SUPPLIES &	01-4300		75.18
85556022	05/12/2017	SKETCHFORSCHOOLS PUB INC	01-4300	372.32	
			Unpaid Tax	25.17-	347.15
85556023	05/12/2017	SOCIAL THINKING PUBLISHING	01-4300		41.58
85556024	05/12/2017	TEACHER DIRECT	01-4300	77.48	
			Unpaid Tax	5.24-	72.24
85556025	05/12/2017	TEACHER'S DISCOVERY	01-4300	118.43	
			Unpaid Tax	7.24-	111.19

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Checks Dated 05/12/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85556026	05/12/2017	TEACHERS PAY TEACHERS DEPT. 6759	01-4300	340.92	
			Unpaid Tax	22.45-	318.47
85556027	05/12/2017	TOLEDO P.E. SUPPLY	01-4300	64.32	
			Unpaid Tax	4.35-	59.97
85556028	05/12/2017	VALLEY VETERINARY CLINIC, LTD	01-4300	328.20	
			Unpaid Tax	22.19-	306.01
85556029	05/12/2017	WARD'S NATURAL SCIENCE	01-4300		749.65
85556030	05/12/2017	WESTERN TOOL SUPPLY	01-4300	4,929.64	
			01-4400	612.19	5,541.83
85556031	05/12/2017	ZYTECH SOLUTIONS INC	01-4300		25.86
85556032	05/12/2017	BURKETT'S OFFICE	01-4300		204.63
		Total Number of Checks	**111**		**195,744.38**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	108	181,913.78
13	Cafeteria Fund	1	8.74
21	Building Fund #1	4	12,371.24
25	Capital Facilities Fund	1	1,755.00
	Total Number of Checks	**111**	196,048.76
	Less Unpaid Tax Liability		304.38-
	Net (Check Amount)		**195,744.38**

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Checks Dated 05/05/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85554272	05/05/2017	Brooke A. Barker	01-5200		12.30
85554273	05/05/2017	Kerry W. Beltram	01-5200		34.79
85554274	05/05/2017	ANGELINA BROWN - DBA ANGEION CONSULTING	01-5800		2,500.00
85554275	05/05/2017	AT&T	01-5560		4,606.36
85554276	05/05/2017	CDW GOVERNMENT INC	01-4300		300.00
85554277	05/05/2017	CED CONSOLIDATED ELECTRICAL	01-4300		131.33
85554278	05/05/2017	CHRISTOPHER FREEMAN - DBA POWER PROTECTION PLUS	01-5600		246.00
85554279	05/05/2017	CITY OF LINCOLN / PG&E REIMB	01-5510		1,842.45
85554280	05/05/2017	CLIMATE CONTROL INC	35-5600		445.50
85554281	05/05/2017	DISCOVERY OFFICE SYSTEMS	01-5600		167.06
85554282	05/05/2017	GRAINGER .	01-4300		57.95
85554283	05/05/2017	HMC GROUP	21-6210		56,662.50
85554284	05/05/2017	LOZANO SMITH LLP	01-5810		1,012.00
85554285	05/05/2017	LPA INC.	01-6210		10,732.50
85554286	05/05/2017	PACIFIC GAS & ELECTRIC CO	01-5510		68,575.20
85554287	05/05/2017	POSTMASTER / ADMIN	01-4300		49.00
85554288	05/05/2017	ROY R. RADTKE - DBA APPROVED SAFE & LOCK	01-4300		1,561.92
85554289	05/05/2017	SCHOOL FACILITY CONSULTANTS	25-5800		2,774.70
85554290	05/05/2017	WAVE BUSINESS WAVE BROADBAND-ROCKLIN	01-5560		2,217.00
85554291	05/05/2017	Teresa Avelar	01-5200		208.64
85554292	05/05/2017	Carrie A. Garbett	01-5200		927.50
85554293	05/05/2017	Amanda Y. Gee	01-5200		153.01
85554294	05/05/2017	Amber N. Hichborn	01-5200		130.59
85554295	05/05/2017	Clelia Jocoy	01-5200		23.97
85554296	05/05/2017	Scott E. Pickett	01-4300		92.34
85554297	05/05/2017	Hannah K. Ritchie	01-5200		24.00
85554298	05/05/2017	Nina Sandhu	01-5200		37.18
85554299	05/05/2017	ACSA - PLACER CO. CHAPTER ATTN: PETER TOWNE	01-5200		75.00
85554300	05/05/2017	APPLE INC.	01-4390		410.68
85554301	05/05/2017	CDW GOVERNMENT INC	01-4300	194.59	
			01-4390	82.57	277.16
85554302	05/05/2017	DISCOVERY OFFICE SYSTEMS	01-4300		23.51
85554303	05/05/2017	EL DORADO COUNTY OFFICE OF ED	01-5200		200.00
85554304	05/05/2017	LOZANO SMITH LLP	01-5810	2,798.75	
			25-5810	1,948.35	
			40-5810	7,393.23	12,140.33
85554305	05/05/2017	MEDICAL BILLING TECHNOLOGIES	01-5800		339.20
85554306	05/05/2017	NAVIANCE INC	01-5800		182.38
85554307	05/05/2017	PCOE - PLACER CO OFFICE OF ED	01-7142		1,184.85
85554308	05/05/2017	PLACER COUNTY SELPA	01-5200		120.00
85554309	05/05/2017	PRECISION WEST TECHNOLOGIES	01-5800		29,033.99

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ESCAPE ONLINE

Checks Dated 05/05/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85554310	05/05/2017	TAG / AMS INC	01-5800		261.00
85554311	05/05/2017	THE FRUITGUYS	01-4300		141.00
85554312	05/05/2017	WPUSD FOOD SERVICE DEPARTMENT	01-4300		500.00
85554313	05/05/2017	Shelly E. Adams	01-4300		630.79
85554314	05/05/2017	Nicole R. Bartlett	01-4300		116.12
85554315	05/05/2017	Beverly S. Berkley	01-4300		78.40
85554316	05/05/2017	Connie M. Brown	01-4300		154.07
85554317	05/05/2017	Jaclyn M. Crook	01-4300		54.90
85554318	05/05/2017	Jeffrey M. Duer	01-4300		83.92
85554319	05/05/2017	Clinton J. Nelson	01-4300		251.14
85554320	05/05/2017	Peter A. Nesci	01-4300		33.52
85554321	05/05/2017	Karen C. Newman	01-4300		76.25
85554322	05/05/2017	Karen A. Roberts	01-4300		9.63
85554323	05/05/2017	Adam P. Salinger	01-4300		292.00
85554324	05/05/2017	Kelli M. Willard	01-4300		121.24
85554325	05/05/2017	Amanda J. Wyatt Retallack	01-4300		65.48
85554326	05/05/2017	AIRGAS	01-4300		83.31
85554327	05/05/2017	AUBURN HARDWOODS	01-4300		399.66
85554328	05/05/2017	B&H PHOTO VIDEO	01-4300	2,741.04	
			01-4400	8,949.15	
			Unpaid Tax	790.26-	10,899.93
85554329	05/05/2017	BARCLAY WOOD TOYS & BLOCKS INC	01-4300	492.30	
			Unpaid Tax	25.38-	466.92
85554330	05/05/2017	BIO-RAD	01-4300		1,277.08
85554331	05/05/2017	BUREAU OF EDUCATION & RESEARCH	01-5200		249.00
85554332	05/05/2017	CARRIE PEREIRA DBA - STARSTRUCK SHOWCASE	01-5800		3,700.00
85554333	05/05/2017	CDW GOVERNMENT INC	01-4300	4,522.32	
			01-4400	12,114.53	16,636.85
85554334	05/05/2017	DEMCO MEDIA	01-4300		359.07
85554335	05/05/2017	DISCOVERY OFFICE SYSTEMS	01-4300	1,207.82	
			01-5600	288.07	1,495.89
85554336	05/05/2017	EATON INTERPRETING SVCS INC	01-5800		105.00
85554337	05/05/2017	EBSCO INDUSTRIES INC.	01-5800		3,924.00
85554338	05/05/2017	ENTERPRISE RENT A CAR	01-5800		125.25
85554339	05/05/2017	FIRST BOOK	01-4200	207.61	
			Unpaid Tax	14.04-	193.57
85554340	05/05/2017	FLINN SCIENTIFIC INC	01-4300		2,742.62
85554341	05/05/2017	FOLLETT SCHOOL SOLUTIONS, INC.	01-4200		124.97
85554342	05/05/2017	FULL COMPASS SYSTEMS	01-4300	155.37	
			Unpaid Tax	9.10-	146.27
85554343	05/05/2017	IMAX THEATER	01-4300		118.00
85554344	05/05/2017	LAKESHORE LEARNING MATERIALS	01-4300		310.66

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Checks Dated 05/05/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85554345	05/05/2017	MIKALAI KALMAN	01-5800		2,941.60
85554346	05/05/2017	MJB WELDING SUPPLY, INC.	01-4300		4,886.77
85554347	05/05/2017	MUSIC IN MOTION	01-4300	458.69	
			Unpaid Tax	31.01-	427.68
85554348	05/05/2017	NASCO MODESTO	01-4300		658.33
85554349	05/05/2017	OFFICE DEPOT	01-4300		510.58
85554350	05/05/2017	ORIENTAL TRADING COMPANY INC	01-4300	353.62	
			Unpaid Tax	23.03-	330.59
85554351	05/05/2017	PACIFIC ENVIRONMENTAL	01-5800		8,690.00
85554352	05/05/2017	PACIFIC ENVIRONMENTAL	01-5800		8,030.00
85554353	05/05/2017	PLACER FARM SUPPLY	01-4300		122.12
85554354	05/05/2017	RAY MORGAN CO. / CHICO	01-4300		349.72
85554355	05/05/2017	REALLY GOOD STUFF	01-4300	46.06	
			Unpaid Tax	2.65-	43.41
85554356	05/05/2017	RIEBES AUTO PARTS	01-4300		254.69
85554357	05/05/2017	RISO PRODUCTS OF SAC INC	01-4300		1,295.15
85554358	05/05/2017	ROCKLER WOODWORKING & HARDWARE	01-4300	3,178.62	
			01-4400	5,420.95	8,599.57
85554359	05/05/2017	SAFEWAY INC	01-4300		417.08
85554360	05/05/2017	SCHOOL SPECIALTY INC	01-4300		252.34
85554361	05/05/2017	SCHOOL TECH SUPPLY	01-4300	11,464.90	
			01-4400	1,339.55	12,804.45
85554362	05/05/2017	SMILE MAKERS	01-4300		82.69
85554363	05/05/2017	STRIKES UNLIMITED, INC.	01-5800		1,344.00
85554364	05/05/2017	THE DBQ COMPANY	01-4100	3,002.17	
			Unpaid Tax	194.17-	2,808.00
85554365	05/05/2017	TORMACH INC.	01-4300	1,195.46	
			01-4400	1,533.67	
			Unpaid Tax	179.07-	2,550.06
85554366	05/05/2017	WARD'S NATURAL SCIENCE	01-4300		46.27
85554367	05/05/2017	WPUSD FOOD SERVICE DEPARTMENT	01-4300		1,315.72
85554368	05/05/2017	Abigail C. Castillo	01-5200		196.88
85554369	05/05/2017	Ashlie A. Snider	01-5200		202.23
85554370	05/05/2017	CROWN DISTRIBUTING INC.	13-4380		1,676.45
85554371	05/05/2017	CULTURE SHOCK YOGURT	13-4710		647.35
85554372	05/05/2017	DANIELSEN COMPANY	13-4380	269.64	
			13-4710	2,585.81	
			Unpaid Tax	15.24-	2,840.21
85554373	05/05/2017	GOLD STAR FOODS, INC	13-4710		12,781.53
85554374	05/05/2017	PRODUCERS DAIRY FOODS, INC.	13-4710		9,714.29
85554375	05/05/2017	PROPACIFIC FRESH	13-4380	149.88	
			13-4710	9,980.84	10,130.72
85554376	05/05/2017	SYSCO SACRAMENTO	13-4380	591.49	
			13-4710	2,759.13	3,350.62
85554377	05/05/2017	UNIFIRST CORPORATION	13-5800		569.75

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Checks Dated 05/05/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85554378	05/05/2017	WPUSD PETTY CASH FUND	01-4300	139.00	
			01-5200	300.00	
			01-5800	166.60	
			01-8699	60.00	
			01-9550	3,328.39	
			13-4300	54.90	
			13-8634	357.00	4,405.89
85554379	05/05/2017	JENNIFER KELLY	13-8699		24.90
85554380	05/05/2017	REBECCA CAVARRA	13-8699		27.05
		Total Number of Checks	**109**		**351,069.09**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	96	240,938.75
13	Cafeteria Fund	11	42,190.01
21	Building Fund #1	1	56,662.50
25	Capital Facilities Fund	2	4,723.05
35	Schools Facilities (Prop 1A)	1	445.50
40	Spec Res For Capital Outlay	1	7,393.23
	Total Number of Checks	**109**	352,353.04
	Less Unpaid Tax Liability		1,283.95-
	Net (Check Amount)		**351,069.09**

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Checks Dated 04/28/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85552803	04/28/2017	ADVANCE SOUND & ELECTRIC INC	01-6200		5,827.17
85552804	04/28/2017	AUBURN TROPHIES	01-4300		604.84
85552805	04/28/2017	CALIFORNIA HYDRONICS CORP.	01-5600		641.36
85552806	04/28/2017	CHRISTOPHER FREEMAN - DBA POWER PROTECTION PLUS	01-5600		890.00
85552807	04/28/2017	CLIMATE CONTROL INC	01-5600	327.61	
			35-5600	445.50	773.11
85552808	04/28/2017	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		304.05
85552809	04/28/2017	LANDMARK CONSTRUCTION	21-6270		2,971.50
85552810	04/28/2017	LOOMIS UNION SCHOOL DISTRICT	01-4300		313.00
85552811	04/28/2017	LP CONSULTING ENGINEERS INC	21-5800		3,000.00
85552812	04/28/2017	LPA INC.	21-6210		24,225.88
85552813	04/28/2017	PURCHASE POWER	01-4300		4,040.00
85552814	04/28/2017	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		790.31
85552815	04/28/2017	SOUND & SIGNAL INC.	01-5600		375.00
85552816	04/28/2017	SPURR	01-5530		25,326.47
85552817	04/28/2017	SUTTER CARE AT HOME	01-5800		1,110.00
85552818	04/28/2017	WALLACE-KUHL & ASSOCIATES	21-5800		15,073.25
85552819	04/28/2017	FOLLETT SCHOOL SOLUTIONS, INC.	01-4100		108.16
85552820	04/28/2017	LD PRODUCTS	01-4300		272.35
85552821	04/28/2017	LOZANO SMITH LLP	01-5810		10,403.22
85552822	04/28/2017	NANCY ALEXANDER-STORM	01-5800		1,555.00
85552823	04/28/2017	NAVIANCE INC	01-5800		107.80
85552824	04/28/2017	PCOE - PLACER CO OFFICE OF ED	01-7142		824.18
85552825	04/28/2017	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		124.97
85552826	04/28/2017	Schools Insurance Group	01-3401		978.34
85552827	04/28/2017	SCREENING FOR MENTAL	01-4300	1,276.28	
			Unpaid Tax	86.28-	1,190.00
85552828	04/28/2017	SIERRA OFFICE SUPPLIES &	01-4300		148.73
85552829	04/28/2017	SIG EMPLOYEE BENEFITS TRUST	76-9558		693,059.50
85552830	04/28/2017	TECH RESTORE INC	01-4390		153.41
85552831	04/28/2017	THE FRUITGUYS	01-4300		96.00
85552832	04/28/2017	TOTAL EDUCATION SOLUTIONS	01-5800		1,087.50
85552833	04/28/2017	CROWN DISTRIBUTING INC.	13-4380		956.19
85552834	04/28/2017	CULTURE SHOCK YOGURT	13-4710		192.60
85552835	04/28/2017	GOLD STAR FOODS, INC	13-4710		6,668.60
85552836	04/28/2017	PROPACIFIC FRESH	13-4380	24.98	
			13-4710	3,948.23	3,973.21
85552837	04/28/2017	SAMI'S CIRCUIT	01-5800		800.00
85552838	04/28/2017	UNIFIRST CORPORATION	13-5800		266.31
85552839	04/28/2017	A-Z BUS SALES INC	01-4365		277.31
85552840	04/28/2017	AIR FILTER SUPPLY INC	01-4300		10,091.26
85552841	04/28/2017	C & S TELECOMMUNICATIONS INC	01-4300	46.98-	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/28/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85552841	04/28/2017	C & S TELECOMMUNICATIONS INC	01-5600	211.98	165.00
85552842	04/28/2017	CITY OF LINCOLN - ALARM PRGM LINCOLN POLICE DEPARTMENT	01-5800		20.00
85552843	04/28/2017	CUMMINS PACIFIC	01-4365	825.43	
			01-5600	6,603.46	7,428.89
85552844	04/28/2017	DECKER EQUIPMENT	01-4300	363.30	
			Unpaid Tax	21.00-	342.30
85552845	04/28/2017	GRAINGER .	01-4300		311.17
85552846	04/28/2017	HOLT OF CALIFORNIA	01-4365	1.57-	
			01-5600	19.34	17.77
85552847	04/28/2017	HOME DEPOT CREDIT SERVICES	01-4300		563.36
85552848	04/28/2017	HORIZON	01-4300		634.23
85552849	04/28/2017	INDOOR ENVIRONMENTAL SERVICES	01-5800		5,270.25
85552850	04/28/2017	JOCELYN MITCHELMORE	01-5800		3,000.00
85552851	04/28/2017	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		504.00
85552852	04/28/2017	NOR-CAL ROOFING INC	01-5600		1,030.00
85552853	04/28/2017	PRECISION WEST TECHNOLOGIES	01-4400		1,227.23
85552854	04/28/2017	REGINA ROSENZWEIG	01-5800		3,000.00
85552855	04/28/2017	RSD - REFRIGERATION SUPPLIES	01-4300		72.65
85552856	04/28/2017	TAG / AMS INC	01-5800		120.00
85552857	04/28/2017	UNIVERSAL SPECIALTIES, INC.	01-4300		21.31
85552858	04/28/2017	WILCO SUPPLY	01-4300		142.28
85552859	04/28/2017	Shelly E. Adams	01-4300		269.54
85552860	04/28/2017	Jennifer A. Chandler	01-5200		50.00
85552861	04/28/2017	Kent C. Cygan	01-4300		111.07
85552862	04/28/2017	Cindy J. Hood	01-5200		30.81
85552863	04/28/2017	Karina A. Kappmeyer-Sofia	01-4300		80.90
85552864	04/28/2017	Michael G. Maul	01-4300		67.72
85552865	04/28/2017	Susan M. Nelson	01-4300		44.02
85552866	04/28/2017	Karen A. Roberts	01-4300		123.00
85552867	04/28/2017	Jada L. Saul	01-4300		32.16
85552868	04/28/2017	Sheri S. Stone	01-4300		25.24
85552869	04/28/2017	Charles E. Whitecotton	01-4300		30.95
85552870	04/28/2017	ARBOR SCIENTIFIC	01-4300		575.31
85552871	04/28/2017	CDW GOVERNMENT INC	01-4300		574.14
85552872	04/28/2017	CITY OF LINCOLN/NON UTILITY	01-5800		63.00
85552873	04/28/2017	CITY OF LINCOLN/NON UTILITY	01-5800		81.00
85552874	04/28/2017	CLASSROOM DIRECT COM	01-4300		220.84
85552875	04/28/2017	CONTRA COSTA COMM COLLEGE DIST	01-5800		300.00
85552876	04/28/2017	DIRECT PRESS 2	01-4300		127.07
85552877	04/28/2017	DISCOVERY OFFICE SYSTEMS	01-5600		262.77
85552878	04/28/2017	EARTH'S BIRTHDAY PROJECT	01-4300	61.06	
			Unpaid Tax	3.26-	57.80
85552879	04/28/2017	FLINN SCIENTIFIC INC	01-4300		698.53

Checks Dated 04/28/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85552880	04/28/2017	FOLLETT SCHOOL SOLUTIONS, INC.	01-4200		442.37
85552881	04/28/2017	FULL COMPASS SYSTEMS	01-4300.	31.66	
			Unpaid Tax	1.66-	30.00
85552882	04/28/2017	FUTURE FARMERS OF AMERICA CALIFORNIA ASSOCIATION	01-4300		4,326.50
85552883	04/28/2017	GARY L. TAYLOR - DBA TAYLOR MATH CONSULTING	01-4300	214.50	
			Unpaid Tax	14.50-	200.00
85552884	04/28/2017	GOPHER SPORT	01-4300		392.05
85552885	04/28/2017	HAL-LEONARD	01-4300		195.00
85552886	04/28/2017	IMAX THEATER	01-4300		297.00
85552887	04/28/2017	INSECT LORE	01-4300		89.93
85552888	04/28/2017	JAN MOORE DBA JM PUBLISHING	01-5200		160.00
85552889	04/28/2017	JUNIOR LIBRARY GUILD	01-4200		144.43
85552890	04/28/2017	KRISTON L TAGUE - DBA TAGUE BAND INSTRUMENT SERVICES	01-5600		224.69
85552891	04/28/2017	LAKESHORE LEARNING MATERIALS	01-4300		212.69
85552892	04/28/2017	LOWE'S	01-4300		1,365.44
85552893	04/28/2017	NORTH STATE SCREENPRINT & ATHLETIC	01-4300		635.69
85552894	04/28/2017	OFFICE DEPOT	01-4300		613.44
85552895	04/28/2017	PCOE - PLACER CO OFFICE OF ED	01-5200		50.00
85552896	04/28/2017	PIZZA GUYS	01-4300		315.77
85552897	04/28/2017	PJ'S MAIL & PARCEL SERVICE	01-4300		40.18
85552898	04/28/2017	PLANK ROAD PUBLISHING INC	01-4300		162.45
85552899	04/28/2017	RAY MORGAN CO / CHICO	01-5600		358.56
85552900	04/28/2017	REALLY GOOD STUFF	01-4300	30.68	
			Unpaid Tax	1.74-	28.94
85552901	04/28/2017	ROCHESTER 100 INC	01-4300	938.44	
			Unpaid Tax	63.44-	875.00
85552902	04/28/2017	SACRAMENTO THEATRICAL LIGHTING	01-4400	4,568.63	
			01-5800	750.00	5,318.63
85552903	04/28/2017	SAFEWAY INC	01-4300		172.34
85552904	04/28/2017	SCHOOL SPECIALTY INC	01-4300		723.60
85552905	04/28/2017	SEABIRD LODGE	01-5800		329.96
85552906	04/28/2017	SHADY CREEK OUTDOOR SCHOOL	01-4300		219.00
85552907	04/28/2017	STAPLES BUSINESS ADVANTAGE	01-4300		5,036.44
85552908	04/28/2017	TEACHERS PAY TEACHERS DEPT. 6759	01-4300	58.38	
			Unpaid Tax	3.75-	54.63
85552909	04/28/2017	WALKER'S OFFICE SUPPLIES	01-4300		52.89
85552910	04/28/2017	WARD'S NATURAL SCIENCE	01-4300		30.25
85552911	04/28/2017	WAVE Cable TV	01-5800		20.06
		Total Number of Checks	**109**		**870,414.82**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/28/2017

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	99	119,777.91
13	Cafeteria Fund	5	12,056.91
21	Building Fund #1	4	45,270.63
35	Schools Facilities (Prop 1A)	1	445.50
76	Payroll Fund	1	693,059.50
	Total Number of Checks	109	870,610.45
	Less Unpaid Tax Liability		195.63-
	Net (Check Amount)		**870,414.82**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Approve Agreement for Fiscal Budget Services Between School Services of California, Inc., and WPUSD

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Funds

MEETING DATE:

June 6th, 2017

ROLL CALL REQUIRED:

No

BACKGROUND:

School Services of California, Inc., is specially trained to provide assistance regarding topics of school finance, legislation, school budgeting and general fiscal issues. The attached agreement authorizes School Services of California, Inc., to continue to provide fiscal budget services to Western Placer Unified School District through the 2017-18 school year.

RECOMMENDATION:

Administration recommends the Board ratify the agreement for fiscal budget services between School Services of California, Inc., and Western Placer Unified School District.

AGREEMENT FOR SPECIAL SERVICES
Fiscal Budget Services

This is an agreement between the **WESTERN PLACER UNIFIED SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA, INC.**, hereinafter referred to as "Consultant," entered into as of July 1, 2017.

RECITALS

WHEREAS, the Client needs assistance regarding issues of school finance, legislation, school budgeting, and general fiscal issues; and

WHEREAS, the Consultant, is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. Consultant agrees to perform such duties relating to issues of school finance, including:

   a. Delivery of "one copy" of each edition of the *Fiscal Report* containing information on issues of school finance, budgets, or practices that impact school district fiscal policies, and one copy of the booklet *Analysis of the Governor's Proposals for the State Budget and K-12 Education*

   b. Option of receiving information on Consultant's website regarding major school finance and policy issues

   c. An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress

   d. Eight (8) hours of service annually as the Client directs on fiscal issues, including: analysis of specific revenue or expenditure issues, analysis of specific legislative or regulatory issues, and a "quick query" service to provide telephone response to specific fiscal questions of the Client.

      Services for which the base service hours may not be used, include: mandate questions, Client-specific economy, efficiency, or management consulting services, including, but not limited to, efficiency or management studies, demographic or school facility studies; special education studies; fiscal health analysis, and/or an in-depth budget review, direct collective bargaining or factfinding assistance; legislative representation or advocacy; fiscal analysis for purposes of collective bargaining, appearance as an expert witness, provision of depositions or declarations for district legal issues; major customized research projects or studies; or, on-site speeches or presentations.

   e. Preliminary school district revenue calculation using the online tools available on the Consultant's website for use in determining the projected revenue funding level soon after the budget is adopted based on the major annual school finance legislation

f. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate

2. The Client agrees to pay to Consultant for services rendered under this Agreement:

   a. $3,120 annually, plus expenses, or payable at $260 per month, plus expenses, for the services listed in Item 1 above, upon billings from Consultant

   b. For all requested services in excess of eight (8) direct service hours as indicated in Item 1d above in a 12-month period, the applicable hourly rate for the person(s) performing the services shall apply

   c. "Hours" are defined as hours of direct service to the Client, as well as reasonable travel time to and from the Client's site

   d. "Expenses" are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials

3. The term of this contract shall be for the period of one year, beginning July 1, 2017, and terminating June 30, 2018. Agreement may be terminated prior to June 30, 2018 by either party on thirty (30) days' written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the Client provides written notice. The Client is responsible for these accrued charges and Consultant may bill these additional days. In case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation under Item 2 above.

4. It is expressly understood and agreed to by both parties that Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

BY: _____ DATE: 5/24/17

Audrey Kilpatrick
Print Name

Asst. Supt. of Business & Operations
Job Title

Western Placer Unified School District

BY: _____ DATE: May 15, 2017

ROBERT D. MIYASHIRO
Vice President
School Services of California, Inc.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students 2. Foster a safe, caring environment where individual differences are valued and respected. 3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. 4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students. 5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Ratification of Agreement with KidZKount and Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

June 6th , 2017

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement is for services with KidZKount and Western Placer Unified School District to allow KidZKount to lease the property located at 870 J Street to operate an Early Head Start program. This agreement shall begin on July 1, 2017 and terminate on July 1, 2027. KidZKount shall pay $1.00 per year for rent, payable in advance on July 1st of each year. Any details pertaining to this agreement can be found on the attached Lease Agreement.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between KidZKount and Western Placer Unified School District.

LEASE AGREEMENT

LAND FOR PORTABLE FACILITY AT WESTERN PLACER UNIFIED SCHOOL DISTRICT

THIS LEASE AGREEMENT is made and entered into by and between Western Placer Unified School District **(District)** and KidZKount; Placer Community Action Council, Inc., a California nonprofit corporation **(KidZKount)**

WITNESETH:

WHEREAS, **District** owns the property located at 870 J Street Lincoln, CA, being leased to **KidZKount** for the placement of a triple wide (36ft.X 40ft.) steel framed American Modular; and

WHEREAS, **District** is willing to lease the Property to **KidZKount** for purposes of operating an Early Head Start program subject to the terms of this Lease; and

NOW, THEREFORE, the parties agree as follows:

1. Lease. **District** hereby grants to **KidZKount** a lease of the Property for educational purposes, subject to the terms of this Agreement.

2. Term. The term of the Lease granted by this Agreement shall begin July 1, 2017 and terminate on July 1, 2027.

3. Rent. **KidZKount** shall pay the sum of one $1.00 per year payable in advance on July 1st of each year.

4. Maintenance and Repairs. Such maintenance and repair shall be the obligation of **KidZKount** to maintain HVAC, electrical, plumbing, and sewage systems.

5. Utilities. **KidZKount** shall pay for all utilities in connection with its use of the Property.

6. Indemnification. **KidZKount** shall defend, indemnify, and hold the **District,** its officers, agents and employees harmless from any and all claims, causes of action, or actions for personal injury (including death) or damage to property arising out of any act or omission by **KidZKount** except those matters arising out of the sole active negligence of the **District.** The parties intend that this provision shall be broadly construed.

7. Insurance. During the term of this Lease, **KidZKount** shall, at all times, maintain in full force and effect the following insurance:

COVERAGE LIMITS OF LIABILITY

Workers' Compensation and Statutory employer's liability including a waiver of subrogation in favor of **District**.

Comprehensive General or Bodily Injury:
Commercial Liability; including $1,000,000 each occurrence endorsements for premises $2,000,000 aggregate operations, contractual,

Property Damage: broad form property damage, $1,000,000 each occurrence independent contractors, and

Personal Injury: personal injury $1,000,000 each occurrence, $2,000,000 aggregate

Property Insurance: **KidZKount** shall be responsible for providing property insurance on the modular and any contents owned by **KidZKount**. **District** will **NOT** provide any property insurance on buildings or contents owned by **KidZKount.**

A certificate of insurance evidencing all such coverage, in a form approved by the **District,** shall be filed prior to commencement of this Lease, together with an endorsement naming **District** as an additional insured. The certificate shall provide that at least thirty (30) days prior written notice of any material change or cancellation of the policies shall be given to the **District** as certificate holder.

Insurance coverage in the minimum amounts set forth herein shall not be construed to relieve **KidZKount** of liability in excess of such coverage, nor shall it preclude the **District** from taking such other actions as are available to it under any other provision of this Agreement orlaw.

8. Modifications. **KidZKount** shall not alter or modify the Property without **District's** prior consent, which consent shall not be unreasonably withheld. Requests from **KidZKount** to make alterations or modifications shall be in writing.

9. Inspections. **District** shall have the right to inspect the premises at any reasonable time.

10. Access to Other Areas. Access to any additional Western Placer Unified School District campus facilities, including but not limited to, restrooms, classrooms, multipurpose rooms, parking lots, fields, blacktops, play grounds, and play structures, must be granted by the **District** as appropriate.

11. Termination. Either party may terminate this Agreement at any time upon giving thirty (30) days advance written notice to the other party. Upon termination of this Lease, **KidZKount** shall remove the Modular and materials from the Property and return it to the condition it was in prior to use of the Property within thirty (60) days of termination.

12. Notice. Any notices required or permitted by this Agreement shall be delivered personally or mailed with U.S. first class postage prepaid.

13. Venue. Any legal action arising out of this Agreement shall be brought in Placer County, California, regardless of where else venue may lie.

14. Integration. This is an integrated Agreement, and contains all of the terms, considerations, understanding and promises of the parties. It shall be read as a whole.

IN WITNESS BY: KidZKount; Placer Community Action Council, Inc. and Western Placer Unified School District.

BY: Scott Leaman Jr BY: Denyse Cardoza

Scott Leaman, Superintendent
600 6th St., Ste. 400, Lincoln, CA. 95648
916.645.6350 Office.
sleaman@wpusd.kl2.ca.us

Denyse Cardoza, Executive Director 1166
High Street Auburn, CA. 95603
530.886.4130 Office 530.885.2450 Fax
dcardoza@pcac-inc.org

DATE: _____ DATE: May 12, 2017

Audited By: Nancy Myers

5/12/17
Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Pending Change Order #5 for the Lincoln High School Addition and Modernization Project

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure A

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:

On October 18, 2016, the Board accepted the bid and awarded a contract to Flint Builders, Inc., for the Lincoln High School Addition and Modernization project including the construction of a new single story classroom building and walkways, quad area site improvements including relocating four portables offsite, and stadium area site improvements. Due to ongoing enrollment growth at the high school, the four portables to be relocated offsite will be relocated onsite south of the new classroom building to accommodate the enrollment growth. Change Order scope to include portable relocation, grading and underground utilities, electrical, low voltage including fire alarm, fencing, and interior and exterior repairs and improvements. Due the very wet weather we have experienced this winter, the soils at the location of the building pads and walkways are very saturated and it is necessary to stabilize the subgrade soils by over excavation, placement of geogrid/geotech fabric, and import of aggregate base rock.

The attached Pending Change Order #5 in the amount of $517,166.05 represents the cost to relocate the four portables onsite and associated site work. The change order will increase the contract amount to $7,565,933.05.

RECOMMENDATION:

Staff recommends the Board of Trustees approve the Pending Change Order #5 for the Lincoln High School Addition and Modernization Project.

CHANGE ORDER REQUEST

FLINT

Flint Builders Inc.
401 Derek Place
Roseville, CA 95678

COR #: 10
DATE: 5/22/2017

OWNER: Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648

CONTRACT: 1629. Lincoln HS New Classroom Building Addition and Modernization
600 Sixth Street, Suite 400
Lincoln, CA 95648

CCD 1 Relocate Portables onto Site

PROPOSED SCOPE OF WORK:
See Attached PCO for Details on scope

PCO TYPE	TYPE DESCRIPTION	PCO	PCO DESCRIPTION	AMOUNT
PCO	Pending Change Orders	5	CCD 1 Relocate Portables onto Site	$517,166.05

TOTAL: 517,166.05

APPROVED BY: Western Placer Unified School District

SIGNED: _____

DATE: _____

SUBMITTED BY: Flint Builders Inc.

SIGNED: _____

DATE: _____

Potential Change Order Request

1629. - Lincoln HS Addition and Modernization

FLINT

DATE: 5/22/2017
TITLE: CCD 1 Relocate Portables onto Site
PCO#: 5

To: Michael Adell
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648
Phone: 916.645.5100
Email: madell@wpusd.k12.ca.us

From: Andy Rolfs
Flint Builders Inc
401 Derek Place
Roseville, CA 95678
Phone: 916.757.1000
Email: arolfs@flintbuilders.com

CC:

DESCRIPTION OF PROPOSAL:

PORTABLE RELOCATION:

- Dismantle, transport and re-set (4) existing 24x40 classroom buildings all on wood foundation. Includes new accent carpet strip at mod line, new building skirting and wood foundations. Re-use of existing underfloor vents, re-installation of metal roof cap at building connection.
- Credit provided for original contract scope of work to dismantle (4) portable classrooms and relocate offsite.

GRADING & UNDERGROUND:

- Saw cut and demolition of existing CMU wall and footing, and existing concrete flatwork in the auto shop yard per CCD 01.
- Remove trees per CCD 01.
- Grade and prep building pads with 6" of AB. Includes export of spoils from building pad.
- Installation of Sanitary Sewer to two portables per CCD 01.
- Installation of Domestic Water to two portables per CCD 01.
- Installation of underground Fire Water to Portables per CCD 01.
- Installation of 6" pipe and fire hydrant at street. Includes water line hot tap tie in and AC patch back at trench.
- Unsuitable soils over excavation, off haul, geo grid and base rock per Wallace & Kuhl recommendations at the new portable classroom building pad location and the sidewalk at the South side of the new building. Approximately 8200sf.

ELECTRICAL:

- Relocation of the project temporary power supply and routing due to the temp power being mounted on the CMU that will be demolished for the portables.
- Disconnect existing high voltage & low voltage systems. Re-connect systems per CCD 01 and RFI's 62, 63 & 64 included.
- Fire Alarm: will reconnect the existing heat detectors. Add pull stations as requested per RFI. Re-connect existing smoke detectors but will relocate so they meet listed spacing code requirements. Add tamper and flow switch for the fire sprinkler system and the 110V circuit to the outside bell.

DATE: 5/22/2017
TITLE: CCD 1 Relocate Portables onto Site
PCO#: 5

Reconnect the existing horn/strobe devices as directed per RFI but new installs require voice evacuation which is not provided with the current device.

FENCING:

- Furnish and install up to 95lf of 7' high black vinyl chain link fencing and black vinyl slats with double swing gate behind the portable buildings at their old location. This is in lieu of the specified galvanized chain link fence per direction from Mike Adel.
- Furnish and install chain link fence and gate and the backside of the portables at their new location per CCD 01.

PAINTING:

- Prime and paint new wood skirting at the portable buildings.
- Repaint (4) classroom ramps, landing and guardrails after the guardrail extensions are modified.
- Repaint the exterior of the (4) portable classroom buildings.
- Repaint interior side of doors and frames.
- Patch the existing damaged vinyl paper on the tackable panels in the (4) portable classroom buildings. They will match the existing wall covering to the best of their ability and will cut in the patches prior to prime and paint. You will see the patched in wall covering but it will be painted over. Since we could not quantify the amount of damage we placed 32 man hours on the patching. We will track this on T&M. If the 32 man hours is used before completing the patching we will let you know and you can make a judgement if you want us to continue or not. If we complete the patching prior to the 32 man hours we will provide the District a credit for the balance not used.

MISC. METALS:

- Field modify all (4) portable ramp handrails to meet ADA requirements. The extensions on the handrails all need to be removed and new extensions fabricated and field welded.

LANDSCAPING:

- Reduction of landscape scope at new portable locations per CCD 01
- Addition of DG at the front of the portables and ramps per CCD 01

CONCRETE:

- Form, place & finish approximately 200sf of sidewalk concrete for pour back at new fire hydrant location.
- Form, place & finish concrete landings at the end of ramps at the new portable locations.
- Patch, place & finish concrete at gas line trench across existing concrete.
- Form, place & finish concrete transformer housekeeping pad per detail 4/E4.03.

FLINT SELF PERFORM:

- Remove existing fence fabric and fence post at existing portable location in order to provide and access and egress point to pull the (4) portables out and onto the transport. Re-install after portables are moved.

DATE: 5/22/2017
TITLE: CCD 1 Relocate Portables onto Site
PCO#: 5

- Misc. adjustment and relocation of temporary fence at the new portable locations and at the existing location to contain the construction activities.
- Re-installation of the (4) portable ramps after the portables have landed in the new location. Removal of the ramps were already included in the base contract.
- Supply and Installation of the steel angles for the seismic slip joint at the portable separation.
- Relocation of an existing connex box owned by the school. The District will need to empty the connex prior to the end of the school year.
- Remove and replace existing visibly damaged exterior trim and siding. A 40 man hour allowance has been included. There is no telling how much dryrot there may be once the damage trim and siding are removed. If the whole 40 hours is not used the balance in cost can be refunded to the District.
- Allowance of $3723.00 provided to replace tackable wall panels if needed. We have allocated this allowance based on a man hour and material allowance. If not used it will be returned to the District.

FIRE SPRINKLERS:

- Complete installation of the new wet pipe automatic fire sprinkler system per CCD 01.

MASONRY:

- Supply and install 3" x 8" x 16" CMU end caps at the exposed sawcut ends of the existing CMU wall. The CMU caps to be precision texture, tan color.

SIGNAGE:

- $500 allowance has been provided to supply and install new portable classroom building identification signage.

FLOORING:

- Removal and disposal of existing carpet and base from (3) existing portable classroom buildings. The VCT flooring in the (4th) portable classroom building remains as installed.
- Preparation of subfloor for new carpet installation.
- Supply and install carpet tile (C1): Shaw "Duotone Tile" color #D7486 Black Blue, 18" x 36" tiles.
- Supply and install rubber base (B1)" 4" Johnsonite cove base color #20 Charcoal.

EXCLUSIONS/CLARIFICATIONS:

- Assumes buildings are in good structural condition for transportation.
- Upright sprinkler heads are excluded. Alternate add is provided below if uprights are needed.
- Structural calculations or upgrades to attachments for the fire sprinkler system are excluded.
- The concrete flatwork at the auto shop area will need to be demolished behind the new fence line in order to provide space for the drilled footings for the fence posts. Concrete mow strip is not included under the new fence. An alternate add is listed below for adding a concrete mow ban under the fence line.

Potential Change Order Request

1629. - Lincoln HS Addition and Modernization

DATE: 5/22/2017
TITLE: CCD 1 Relocate Portables onto Site
PCO#: 5

- Cleaning of the existing CMU wall from existing condition. We will clean the existing CMU of only construction related items.
- Detail 20/A0.02-CCD1 calls for steel angles attached to the portable exterior via SDS 1/4x3 screws. These details do not call for any blocking. We have excluded blocking as this would require us to open up all the exterior of the buildings at 12 locations.
- Upgrades to the existing fire alarm system.
- Waxing or cleaning of the existing VCT flooring.
- Exterior trim and siding carpentry work exceeding 40 hours.

ALTERNATES - not included in the base price:

- Add 6" DG on the street side and behind the portable class room buildings per attached plan. $27,415.00. Includes GC OH&P, Bonds and Insurance.
- Add concrete mow strip under the new fencing in the auto shop yard. $2798.00. Includes GC OH&P, Bonds and Insurance.
- Upgrade 7' high galvanized chain link fencing to ornamental fencing. $10,647.00, Includes GC OH&P, Bonds and Insurance.
- Add upright sprinkler heads. $2996.00. Includes GC OH&P, Bonds and Insurance.

PCO Item	Quantity	UM	Unit Price	Amount
1 : Portable Relocation	0.000	LS	0.00000	$30,950.00
2 : Grading / Underground	0.000	LS	0.00000	242,905.00
3 : Electrical / Low Voltage	0.000	LS	0.00000	120,097.00
4 : Fencing	0.000	LS	0.00000	1,825.00
5 : Painting	0.000	LS	0.00000	17,498.00
6 : Misc Metals	0.000	LS	0.00000	4,600.00
7 : Landscaping	0.000	LS	0.00000	-4,103.00
8 : Concrete	0.000	LS	0.00000	9,883.00
9 : Flint Self Performed	0.000	LS	0.00000	19,976.00
10 : Fire Sprinkler	0.000	LS	0.00000	20,977.00
11 : Masonry	0.000	LS	0.00000	998.00
12 : Survey	0.000	LS	0.00000	800.00
13 : Signage	0.000	LS	0.00000	500.00
14 : Flooring	0.000	LS	0.00000	15,975.00
15 : OH&P	0.000	LS	0.00000	24,144.05
16 : Bonds & Insurance	0.000	LS	0.00000	10,141.00

Total: $517,166.05

Potential Change Order Request

1629. - Lincoln HS Addition and Modernization

FLINT

DATE: 5/22/2017
TITLE: CCD 1 Relocate Portables onto Site
PCO#: 5

Submitted By:

Andy Rolfs Flint Builders Inc	5/22/2017 Date	

Approved By:

Michael Adell Western Placer Unified School District	Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Pending Change Order #1 for the Lincoln High School Synthetic Turf Field Project

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure A

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:

On April 4, 2017, the Board approved Resolution No. 16/17.26 authorizing the purchase and installation of a synthetic turf field including subgrade preparation by Valley Precision Grading/AstroTurf under a piggyback contract to replace the existing turf field. After a significant rain occurrence earlier in the year, the turf drained at a significantly slow pace. The District conducted a percolation test of the subgrade by a geotechnical engineering consultant and it was found that the subterranean drainage system has clogging from base sediment in various locations preventing the field from draining adequately during very heavy rain activity. Change Order scope to include removing existing aggregate base over drain lines, exposing drain fabric and replacing with angular crushed rock, and final compaction. The top layer permeable base will be re-mixed to increase permeability to extend the life of the existing materials.

The attached proposal from Valley Precision Grading in the amount of $32,613.00 represents the cost to repair the drainage issues. The change order will increase the contract amount to $588,023.00.

RECOMMENDATION:

Staff recommends the Board of Trustees approve the Pending Change Order #1 for the Lincoln High School Synthetic Turf Field Project.

Valley Precision Grading, Inc.

Authorized Distributor

Proposal Date:5/8/2017 Contract #R1575

Mr. Mike Adell
Western Placer USD.
Director of facilities
600 Sixth Street, Suite 400
Lincoln, Ca 95648

RE: **AstroTurf® Synthetic Turf Installation**

Dear Mr. Adell ,

Valley Precision Grading, Inc. is please to submit the following proposal for repair of drainage issues related to the synthetic turf field located at:

Lincoln High School

All pricing includes all labor, materials, taxes, TCPN fees, tools and equipment necessary to install the work referenced and described as follows:

Drainage remediation:

Remove approximately 760 lf. Of existing aggregate currently in place over the functioning trench drain lines. Expose fabric and replace with angular crushed rockto the surface. Crushed aggregate will be mechanically compacted to consolidate the material so settlement does NOT occur.

Total remediation Amount: **$26,948.00**

Turf Surface Preparation:

Re-mix the entire existing permeable base surface using specific equipment to increase the materials permeability. This is not a guarantees of long term permeability as the success of the process is dictated by the genetic makeup of the existing materials.

Total Preparation amount: **$5,665.00**

Exclusions:

- Any work, materials or labor not directly included and/or state above.

Thank you again for this opportunity! We certainly do look forward to working with you and are available at any time to answer any questions or review this proposal.

Sincerely,
Kip Olson
President
916.752.5645

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students 2. Foster a safe, caring environment where individual differences are valued and respected. 3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. 4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students. 5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
Ratification of Contract with iLEAD

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF Supplemental Funds /
Educator Effectiveness Funds

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract is with iLEAD for technical assistance, professional development, and coaching around instructional leadership for principals and assistant principals. Tom Williams from iLEAD will support site administration in implementing and monitoring practices that align with our LCAP goals and actions. His coaching will build upon the supports provided to administration and teacher leadership teams in 2016-2017 by Solution Tree around Professional Learning Communities (PLCs).

RECOMMENDATION:
Administration recommends that the Board ratify the service contrac between iLEAD and Western Placer Unified School District.

May 8, 2017

Kerry Callahan
Assistant Superintendent Educational Services
Western Placer Unified School District
600 Sixth Street
Lincoln, CA 95648

LEAD
The Institute for Leadership Enhancement And Development
Integrity • Leadership • Energy • Action • Diversity

Dear Ms. Callahan

As requested, I am submitting a proposal to provide consultant services to the Western Placer Unified School District (WPUSD) during the 2017-18 school year. Included herein is a scope of work and budget pertaining to services that The Institute for Leadership Enhancement And Development **(I-LEAD)** Associates and I will perform.

Scope of Work

The I-LEAD Associates and I will provide 75 days of consultation services to selected WPUSD schools during the 2017-18 school year. The services provided will be structured to help schools reach their potential as measured by the California Assessment of Student Performance and Progress (CAASPP) System. Services provided by I-LEAD Associates will include, but will not be limited to, the following four focus areas: (1) Providing coaching services to principals; (2) Conducting classroom walkthroughs with site principals; (3) Organizing, training, and working with the school's leadership team; and (4) Participating in the academic conference process.

In addition, to providing support to selected WPUSD schools, I will work with district office staff to implement state and district adopted programs, practices, and strategies that are designed to increase student achievement and create a district-wide culture of learning and excellence.

Proposed Budget

The total cost for providing consultant services to selected WPUSD schools during the 2017-18 school year will be $45,000.00 (75 days total @ $600.00 per day=$45,000.00. Specifically, 62.5 days will be allocated to schools and 12.5 day will be allocated to district office staff.)

If you have any questions or need additional information, I can be reached at (916) 704-5513 or via email at twilliams@i-lead.net. Your time and consideration are greatly appreciated. I look forward to working with you and selected members of the WPUSD.

Respectfully Submitted

Thomas L. Williams

Thomas L. Williams, Ed. D.
Founder and CEO

PROPOSAL SIGNATURE PAGE

This document will serve as the signature page for a proposal to provide consultant services to the Western Placer Unified School District during the 2017-18 school year.

The proposal was:

- **Submitted by** Thomas L. Williams, Ed. D., Founder and CEO The Institute for Leadership Enhancement and Development (I-LEAD); and

- **Submitted to** Kerry Callahan, Assistant Superintendent, Educational Services Western Placer Unified School District.

The parties hereto have approved this PROPOSAL on the dates listed next to their signatures. The contractor realizes that no services can be performed until this proposal is approved by the Western Placer Unified School District (WPUSD) Board of Education.

Approval Signatures

Kerry Callahan — Signature — 5/22/17 — Date

Kerry Callahan
Assistant Superintendent, Educational Services
Western Placer Unified School District

Thomas L. Williams — Signature — May 8 2017 — Date

Thomas L. Williams, Ed. D.
Founder and CEO
The Institute for Leadership Enhancement and Development

APPENDIX

Focus Areas

I-LEAD Associates work with the school's principal and his or her respective staff to do whatever is required to move the school forward. However, while working with WPUSD staff, I-LEAD Associates will concentrate their time, talent, and energy on the following four focus areas:

- **Focus Area I**—Providing One-to-one, On-site **Coaching Services to the School's Principal**;
- **Focus Area II**—Conducting Classroom **Walkthroughs with the School's Principal**;
- **Focus Area III**—Organizing, Training, and Working with the School's **Leadership Team**; and
- **Focus Area IV**—Participating in the School's **Academic Conference** Process.

A more detailed description of each Focus Area follows:

Focus Area I

Providing one-to-one, on-site coaching services to the school's principal—I-LEAD Associates provide one-to-one, on-site coaching and support to principals that are rooted within the reality of the job. Essentially, every coaching session is an individualized, job embedded, professional development session. Coaching sessions are specifically crafted to (a) Enhance the leadership skills of the principal; and (b) Help the principal identify programs, practices, and strategies that will positively impact instruction and increase the students' academic achievement.

Focus Area II

Conducting classroom walkthroughs with the school's principal—I-LEAD Associates conduct regularly scheduled walkthroughs with the principal to ensure that teachers are delivering an age and grade appropriate, standards-based instructional program. While the Associates do not formally evaluate teachers, they debrief with the principal after the walkthrough and give input to the principal related to (a) lesson delivery; (b) lesson design; (c) student engagement; and (d) adherence to common core standards, etc.

Focus Area III

Organizing, training, and working with the school's leadership team—I-LEAD Associates regularly attend and participate in scheduled Leadership Team meetings that are held weekly, bi-weekly, or monthly (I-LEAD recommends weekly or bi-weekly meetings). The Leadership Team is a site-based group that is organized to work collaboratively to accomplish a set of objectives that cannot be achieved effectively by an individual. The Leadership Team is generally composed of the principal, assistant principal, teachers, classified staff, and parents. The size of the Leadership Team generally depends on the size of the school and the number of staff and parents who are committed to helping develop the full academic potential of the school site.

Focus Area IV

Participating in the school's academic conference process—I-LEAD Associates regularly attend and participate in academic conferences—a collaborative process whereby teachers, working under the leadership of the principal, analyze data; reflect on instructional practices; and develop, revise, or implement teaching interventions that are designed to make students more successful. Essentially, the academic conferencing process enables teachers to use data to inform their instruction. Generally, academic conferences are held 2-4 times per school year.

Form **W-9**
(Rev. August 2013)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Print or type
See Specific Instructions on page 2.

Name (as shown on your income tax return)
Thomas L. Williams

Business name/disregarded entity name, if different from above
The Institute for Leadership Enhancement And Development (I-LEAD)

Check appropriate box for federal tax classification:
☑ Individual/sole proprietor ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶

☐ Other (see instructions) ▶

Exemptions (see instructions):
Exempt payee code (if any)
Exemption from FATCA reporting code (if any)

Address (number, street, and apt. or suite no.)

Requester's name and address (optional)

City, state, and ZIP code

List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number
[ ][ ][ ] – [ ][ ] – [ ][ ][ ][ ]

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Employer identification number
[ ][ ] – [ ][ ][ ][ ][ ][ ][ ]

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below), and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here Signature of U.S. person ▶ Thomas L. Williams Date ▶ May 8, 2017

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. The IRS has created a page on IRS.gov for information about Form W-9, at *www.irs.gov/w9*. Information about any future developments affecting Form W-9 (such as legislation enacted after we release it) will be posted on that page.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, payments made to you in settlement of payment card and third party network transactions, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct.

Note. If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students 2. Foster a safe, caring environment where individual differences are valued and respected. 3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. 4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students. 5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
Ratification of Contract #2 with Project GLAD for professional development in 2017-2018

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan KC
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF Onetime Funds

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:
On May 2, 2017 the board approved a contract with Project GLAD for research-based professional development for teachers in guided language acquisition design (GLAD), which supports English Learners. The attached contract is for additional professional development specifically for 4th and 5th grade teachers to support their implementation of the District Unit Maps for English Language Arts (ELA), which were recently selected by the ELA instructional materials pilot group as the new materials to be considered for adoption by the board at a future meeting.

This training will enhance teachers' skills in providing effective first instruction to English Learners. Our Teachers on Special Assignment for ELA and English Learner Services will serve as follow-up coaches for 4th and 5th grade teachers to ensure the skills learned during GLAD are effectively implemented throughout the district and in accordance with the Unit Maps for ELA.

RECOMMENDATION:
Administration recommends that the Board ratify the service contract between Project GLAD and Western Placer Unified School District.

Project GLAD Training
Service Contract

District: Western Placer

Two-Day Research and Theory Workshop: August 30th and 31st, 2017

Classroom Demonstration Lessons:

October 23rd-26th, 2017 (upper grade)

Two Day Refresher: Feb. 21rd, Feb 22th, 2018

Description: Participants will receive intense training in the Guided Language Acquisition Design model. Participants attending all 6 days of the training will fulfill both elements 1 & 2 of the GLAD training model. Element 1 is the Two-day Input theory/research, and Element 2 is the Four-Day classroom demonstration. **All teachers attending the demonstration lessons must have previously completed the Two-Day Theory. Trainers reserve the right to enforce this rule and will ask teachers to not participate if they have not been trained in the Two-Day. No part of the Two Day In-service or the Classroom demonstration maybe recorded or videotaped.**

A. **Two-day Input Topics to Include:** Theory/Research, integrated balanced literacy approach, second language acquisition, brain research, cultural sensitivity and respect, classroom implications and applications, the GLAD model, curriculum and strategies, sample unit and processing, and California State Standards/Common Core State Standards. The district will provide a room with tables and chairs for the participants, an overhead projector or document camera and screen and a room with tackable surfaces for charts. **If conditions are not met as specified above or in the materials section of this contract, the trainers reserve the right to cancel the training at any time and will bill the district for full compensation.**

B. **Classroom Demonstration Description**: The observation of a demonstration session occurs in a single classroom for consecutive mornings for 4 days. The unit has been written by certified key trainers and will be presented by them as well. Two certified key trainers will conduct the training but if for any reason, there is one trainer absent due to illness, the trainer will administer the training by herself at the full contractual rate. Trainer A presents the GLAD strategies with the group of specified children. This group of children must include English Learners and cannot be fewer than 12 students and no more than 34 students. The students must be the same group of children all four days. Trainer B coaches the participating teachers who are observing in the back of the room. Trainer B will explain what is being done, why it's being done and process questions that arise throughout the morning. **The GLAD trainers reserve the right to remove students who are disruptive during the demonstration for the duration of the remaining training.** Afternoons are spent on feedback and collaboration such as initial planning with the trainers for the participants' upcoming units and year plans using state standards and common core state standards. The district will need to provide to provide a place where teachers and trainers can collaborate in the afternoons. **If conditions are not met as specified above or in the materials section of this contract, the trainers reserve the right to cancel the training at any time and will bill the district for full compensation.** ***Seeing successful strategies with students is the most effective method of promoting change.***

C. **Refresher Description** Participants will participate in a 2 day Project GLAD refresher and ELD day. Trainers will present GLAD focal strategies aligned with Common Core Standards and ELD frames. Teachers will have an hour to two hours of planning time. Emphasis on 21st Century Skills aligned with Common Core Standards, New ELD Standards and Next Generation Science Standards will also be addressed.

D. **Materials:** ***2-Day:*** District agrees to provide each participant with a training binder for the Two-Day Input Workshop. A separate order form will be sent and the district is responsible for getting the binders for the paying participants. The District understands and acknowledges that the trainers have a proprietary interest in the materials provided. The District agrees to act in a manner to protect the trainers' proprietary interest in these materials. The key trainers will provide all other training materials. Upon request districts/schools are also asked to submit assessment data, which includes STAR results and or anecdotal records to the Key Trainers.

Refresher: A document camera will need to be provided by the district/school. District/School will also provide materials for planning including chart paper, sentence strips and markers.

DISTRICT is responsible for ordering the training binder through the National Training Center4-6 weeks prior to Two-Day Workshop (see attached order form)

E. **Trainers:** The trainers will be:

- **Kathryn Wyffels**, email: katewyffels@yahoo.com, address: 6828 Gibson Canyon Road, Vacaville, CA 95688, phone: 707 688 8666
- **Jocelyn Mitchelmore,** email: jmitchelmore@comcast.net, address: 1314 Cromwell Court, El Dorado Hills, CA 95752, phone: 916 230 6980
- **Regina Rosenzweig,** email: reginar0711@gmail.com, address: 625 Rutgers Drive, Davis, CA 95616, phone: 530 400 9606
- **Kelli Richardson**, email: kcrich90@earthlink.net address: 4411 Morse Court, Napa, CA 94558 phone: 707 227 7442

In the event that a trainer is not able to attend a session, a substitute will be provided; the absent trainer will bill for the work and pay the substitute. If a substitute is not available and one trainer provides services, the absent trainer will bill and pay the attending trainer for her services.

Cost and Payment:

No substitutions will be allowed. Schools will be charged in full even if participant does not complete full training.

Two Day Research-

August 30th and 30st, 2017¤- Total Cost for 20 participants- $11,000

One Four-Day Demonstration Lessons

Minimum number of participants: 20/Maximum number of participants: 20

-Simulation Demo- October 23th-26th, 2017 upper grades-¤$20,000

Any additional teachers seeking a refresher demo will be charged $800/for demo week only (must prove completed GLAD certificate)

Two-Day Refresher(s)

Feb. 21rd-22th, 2018 all 20 teachers from the demo (up to 30 teachers)- $6,000□

Estimated Total Contract cost: $37,000

Checks made payable to: Jocelyn Mitchelmore, Kate Wyffels, Regina Rosenweig and Kelli Richardson.

F. **Non-payment:** If payment is not received within 60 days, interest will be charged at a rate of 10% per annum until paid in full. In addition, if the matter is sent to a collection agency, it is agreed that the district will pay any and all collection costs and reasonable attorney's fees.

G. **Cancellation Policy:** Notice of any cancellations **must be given in writing 30 days** prior to the first scheduled workshop. After that time, the district will still be charged the full amount.

H. **Entire Agreement:** This contract contains the entire agreement of the parties. There are no warranties expressed or implied other that as set forth herein.

Name: Kerry Callahan Title: Asst. Supt. of Ed. Serv.

School/District: WPUSD Phone: (916) 645-6350

Address: 600 6th St Suite 400 Lincoln, CA 95648

Authorized Signature: [signature] Date: 5/22/17

GLAD key trainer signature: Kathryn Wyffels Date: May 17th, 2017
GLAD key trainer signature: Jocelyn Mitchelmore Date: May 17th, 2017
GLAD key trainer signature: Kelli Richardson Date: May 17th, 2017
GLAD key trainer signature: Regina Rosenzweig Date: May 17th, 2017

We must receive your confirmation before participants will be allowed to attend the workshops or classroom demonstrations. Please print and fill out the information below. Return the entire form by mail to Jocelyn Mitchelmore at 1314 Cromwell Court, El Dorado Hills, CA 95762 or fax to 916 670 1364.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Contract Amendment – MAXIM Staffing Solutions

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan KC
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF Base

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract amendment is for MAXIM Staffing Solutions to charge WPUSD a flat rate for nursing services on overnight field trips in lieu of the previous terms, which required WPUSD to pay a designated hourly rate for services. MAXIM provides staff for district field trips that require nursing services for students.

RECOMMENDATION:
Administration recommends that the Board ratify the contract amendment between MAXIM Staffing Solutions and Western Placer Unified School District.

AGREEMENT AMENDMENT

This Amendment (hereinafter "Amendment") to the Western Placer Unified School District (hereinafter "Agreement") is entered into this 23 day of May, 2017, by and between **Western Placer Unified School District** located at 600 Sixth Street, Lincoln, CA 95648, referred to in this Agreement as "FACILITY," and **Maxim Healthcare Services, Inc. d/b/a Maxim Staffing Solutions,** a Maryland Corporation including its affiliates and subsidiaries, with an office located at 1050 Fulton Avenue Suite 235 Sacramento, CA 95825, referred to in this Agreement as "MAXIM."

RECITALS

WHEREAS, FACILITY and MAXIM entered into the Agreement, with an effective date of May 23rd 2017.

WHEREAS, FACILTY and MAXIM wish to amend the Agreement to incorporate the following terms and conditions.

THEREFORE, in consideration of the above premises set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are acknowledged by the parties, and intending to be legally bound, FACILITY and MAXIM hereby agree to amend the Agreement to reflect the following terms and conditions.

The following rates shall be applicable as of the Effective Date listed below:

Service	Rate
Over Night School Field Trip	$2,000 (flat rate)

The terms and conditions of this Amendment are effective as of May 23rd 2017. All other terms and conditions will remain unchanged as stated in the Agreement.

FACILITY and MAXIM have acknowledged their understanding of and agreement to the mutual promises written above by executing and delivering this Agreement as of the date set forth above.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Signature

Kerry Callahan, Asst. Supt.
Printed Name & Title

5/25/17
Date

MAXIM HEALTHCARE SERVICES, INC.
D/B/A MAXIM STAFFING SOLUTIONS

Signature

Printed Name & Title

Date

Copyright 2017
All Rights Reserved

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Contract – MCT Vision Screening

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Gen Fund – Nursing Budget

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract is for renewal of our annual contract with Modified Clinical Technique (MCT) Vision Screening Services for 2017-2018 vision screening of children enrolled in Western Placer Unified School District.

RECOMMENDATION:
Administration recommends that the Board ratify the contract proposal agreement between Robert A. Hoffman O.D. and Western Placer Unified School District.

DR. ROBERT A. HOFFMAN
DR. LIANNE C. INOUYE
Optometrists

2390 E. Bidwell Street, Suite 400
Folsom, CA 95630

916.983.6211
Fax 916.983.6608
www.eyefinity.com/folsomeye

MCT Vision Screening Contract 2017-18

Contractor or his agents shall provide Modified Clinical Technique Vision Screening Services for children enrolled in Western Placer Unified School District.

The specific days for testing are to be mutually agreed upon by contractor and School District. The School District shall designate which children are to be tested as well as the school site(s) where testing is to occur.

Contractor or his agents agree to test up to approximately Three Hundred (300) students per day. For these services contractor shall be paid Three Dollars per student and not less than four hundred and fifty dollars per day, whichever is greater.

Contractor must be notified at least ten (10) days prior to the cancellation of any screening day by the School District in order to avoid being charged for that testing day.

Payment for services is due thirty days after the final day of testing.

County(District) Office of Education

By: Kerry Callahan

Date 5/15/17

Contractor

By _____
Robert A. Hoffman O. D.

Tax ID 68-0201477

Date 5/3/17

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Ratification of Contract with Balfour and Foskett Ranch Elementary School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Student Donations

MEETING DATE:

June 6th, 2017

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with Balfour and Foskett Ranch Elementary School. The services include printing of 250 yearbooks to be delivered in Spring 2018. The total cost of these services is $3,500.00 which will be paid in two payments of $1,050.00 and $1,575.00. It will be paid with student donations.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Balfour and Foskett Ranch Elementary School.

balfour.

Taylor Publishing Company dba Balfour is hereby authorized as the official publisher of the publication described below.

(Please Print)

Production Year	Title of Book	Product Line	Date	Cust#
2018	Foskett Ranch Elementary	Spectra All-Color - SC	05-23-2017	24492

School	Address	Phone #	Ext.
Foskett Ranch Elementary School	1561 Joiner Pkwy	(916) 434-5255	

City	State	Zip	Fax	eMail Address
Lincoln	CA	95648	(916) 434-5240	glaw@wpusd.k12.ca.us

Mr., Ms., Dr.	First Name	Last Name	Title
Mr.	Gregg	Law	Yearbook Coordinator

Copies	Pages	Trim Size	Delivery Season	Est. Ship Date	Cust Type
250	44	8	☒ Spring ☐ Sum ☐ Fall	05-11-2018	☐ HS ☐ JHS/MS ☐ Univ ☒ K-12 Elem ☐ Fine Book

COPY PREPARATION *(Check one box)*

- ☐ *BalfourTools* for Adobe InDesign® - Mac *(IM)*
- ☐ *BalfourTools*® for Adobe InDesign® - Win *(IW)*
- ☒ StudioWorks® *(SW)*
- ☐ Acrobat PDF Page Files (via Adobe InDesign® or QuarkXPress®)
- ☐ *QuarkXPress*® for Macintosh *(QM)*
- ☐ *QuarkXPress*® for Windows *(QW)*

COPY SUBMISSION

☒ Online ☐ On Disc/CD

IMAGES

☒ Customer Scan ☐ Balfour Scan

BAL4.TV		eYEARBOOK	
Activate Yearbook Project for BAL4.TV Codes: *(add codes at studio.balfour.com)* ☐ Yes		Purchase: ☐ School (one subscription for each printed yearbook) ☐ Consumer (parent/student orders online, 50 minimum)	
Price Per Code		*(School purchase only)* Price per eYearbook	Estimated eYearbook Distribution Date

Category	Description	Quantity	Price	Total
Base	2017 Yearbook with 44 Pages	250	14.00	3,500.00
Paper	80# glossy enamel			0.00
Cover	Softcover with lamination			0.00
Four Color	All Pages in full color			0.00
Other	Copy count due Jan 15, 2018			0.00
Other	Tax and Shipping Included			0.00
	Cover due Nov. 15, 2017			0.00

1st Deposit: $ 1,050.00 *(30% of Total Est. Price)* Date: 11-15-2017

2nd Deposit: $ 1,575.00 *(45% of Total Est. Price)* Date: 03-15-2018 *(Final Copy Deadline)*

Total Estimated Price: $ 3,500.00

The completed books will be shipped on a standard delivery schedule after the final copy shipment is received. Standard delivery schedules vary with product line. Failure to meet deadline requirements or to return proofs within the designated time will result in adjustments to the delivery schedule (ask your representative for other exceptions.) The company will make every effort to return submitted photographs and artwork, however the Company assumes no responsibility for their loss or damage. The company exercises no editorial control over the content of the book, and under Texas Law has no responsibility for its content.

This Contract is contingent upon Government regulations, strikes, fires, or acts of Providence. Prices shown are estimates based on the contract specifications. Changes in specifications can affect the final billing price. The Total Estimated Price shown above is based upon the Company's current price list, which in turn is based upon current material, labor, and other costs. To compensate for cost increases that will be incurred by the Company in the event of delay in the production schedule, the following shall apply: If final copy is received by the Company after December 31 of the Production Year, the total price shall increase by an amount equal to 5 percent of the Total Estimated Price. Prices are contingent on the Company's ability to obtain materials at a reasonable price. Should our suppliers increase their prices by an unexpected amount, the Company may be required to adjust prices accordingly. The Company will notify the Customer prior to manufacture of any such price adjustments.

Applicable sales taxes will be added to the final invoice unless the Customer furnishes evidence of tax-exempt status. The Customer agrees to pay the final invoice within 30 days of the invoice date or pay a late payment fee of 1-1/2% per month of the unpaid balance. Costs associated with collections, including reasonable attorney fees and court costs if it becomes necessary to place this account for collection, will be borne by the Customer. By the authorized signature below, Customer hereby waives notice of acceptance, default and exemption.

The Print Trade Customs of the Printing Industry of America, Inc. are incorporated into the terms of this Contract, except as specifically otherwise stated herein, and are reprinted on the back of this Contract.

This contract is subject to acceptance by Taylor Publishing Company dba Balfour in Dallas, Texas, and will be governed by the laws of the State of Texas.

I [we] have read, understand and accept the terms and conditions of this Contract. I further stipulate that I am an authorized representative of the customer named herein and, as such, am authorized to sign this Contract.

Signature *(Circle one: Administrator / Adviser / Editor / Manager)*	Please Print Name	Is a Purchase Order Required?
	Gregg Law	☐ Yes ☒ No P.O. #:

Sales Representative *(Please Print)*	Rep #	*Accepted at Balfour*	*LD*
Shelly Townsend	937901		

0612 *White - Balfour Yearbooks; Yellow - Representative; Pink - Customer* 006972

Created on 05-24-2017 at 10:20 AM CT

PRINTING TRADE CUSTOMS

Trade Customs have been in general use in the printing industry throughout the United States and Canada for more than 90 years.

1. **QUOTATIONS/ESTIMATES** A quotation not accepted within 30 days may be changed.
2. **ORDERS** Acceptance of orders is subject to credit approval and contingencies such as fire, water, strikes, theft, vandalism, act of God, and other causes beyond the provider's control. Canceled orders require compensation for incurred costs and related obligations.
3. **EXPERIMENTAL WORK** Experimental or preliminary work performed at the customer's request will be charged to the customer at the provider's current rates. This work may not be used without the provider's written consent.
4. **CREATIVE WORK** Sketches, copy, dummies, and all other creative work developed or furnished by the provider are the provider's exclusive property. The provider must give written approval for all use of this work and for any derivation of ideas from it.
5. **ACCURACY OF SPECIFICATIONS** Quotations are based on the accuracy of the specifications provided. The provider can requote a job at the time of submission if copy, film, tapes, disks, or other input materials do not conform to the information on which the original quotation was based.
6. **VENUE** In the event of suit regarding this contract, then venue and jurisdiction therefore shall be in either the District, State or Municipal Court, as appropriate, of the county of Dallas, State of Texas. The parties agree and stipulate that the essential terms of this contract are to be performed in said Dallas County.
7. **ELECTRONIC MANUSCRIPTS/IMAGES** It is the customer's responsibility to maintain a copy of the original file. The provider is not responsible for accidental damage to media supplied by the customer or for the accuracy of furnished input or final input. Until digital input can be evaluated by the provider, no claims or promises are made about the provider's ability to work with jobs submitted in digital format, and no liability is assumed for problems that may arise. Any additional translating, editing, or programming needed to utilize customer-supplied files will be charged at prevailing rates.
8. **ALTERATIONS/CORRECTIONS** Customer alterations include all work performed in addition to the original specifications. All such work will be charged at the provider's current rates.
9. **PREPRESS PROOFS** The provider will submit prepress proofs along with original copy for the customer's review and approval. Corrections will be returned to the provider on a "master set" marked "O.K.," "O.K. With Corrections" or "Revised Proof Required" and signed by the customer. Until the master set is received, no additional work will be performed. The provider will not be responsible for undetected production errors if:
   - Proofs are not required by the customer.
   - The work is printed per the customer's OK.
   - Requests for changes are communicated verbally.
10. **PRESS PROOFS** Press proofs will not be furnished unless they have been required in writing in the provider's quotation. A press sheet can be submitted for the customer's approval as long as the customer is present at the press during makeready. Any press time lost or alterations/corrections made because of the customer's delay or change of mind will be charged at the provider's current rates.
11. **COLOR PROOFING** Because of differences in equipment, paper, inks, and other conditions between color proofing and production pressroom operations, a reasonable variation in color between color proofs and the completed job is to be expected. When a variation of this kind occurs, it will be considered acceptable performance.
12. **OVERRUNS/UNDERRUNS** Overruns or underruns will not exceed 10 percent of the quantity ordered. The provider will bill for the actual quantity delivered within this tolerance. If the customer requires a guaranteed quantity, the percentage of tolerance must be stated at the time of quotation.
13. **CUSTOMER'S PROPERTY** The provider will only maintain fire and extended coverage on property belonging to the customer while the property is in the provider's possession. The provider's liability for such property will not exceed the amount recoverable from the insurance. Additional insurance coverage may be obtained if it is requested in writing and in the premium is paid to the provider.
14. **DELIVERY** Unless otherwise specified, the price quoted is for a single shipment, without storage, F.O.B. the provider's address. Proposals are based on continuous and uninterrupted delivery of the complete order. If the specifications state otherwise, the provider will charge accordingly at current rates. Charges for delivery of materials and supplies from the customer to the provider or from the customer's supplier to the provider are not included in quotations unless specified. Title for finished work passes to the customer upon delivery to the carrier at the shipping point or upon mailing of invoices for the finished work or a portion thereof, whichever occurs first.
15. **PRODUCTION SCHEDULES** Production schedules will be established and followed by both the customer and the provider. There will be no liability or penalty for delays due to a state of war, riot, civil disorder, fire, strikes, accidents, action of government or civil authority, acts of God, or other cases beyond the control of the provider. In such cases, schedules will be extended by an amount of time equal to the delay incurred.
16. **CUSTOMER-FURNISHED MATERIAL** Materials furnished by customers or their suppliers are verified by delivery tickets. The provider bears no responsibility for discrepancies between delivery tickets and actual counts. Customer supplied paper must be delivered according to specifications furnished by the provider. These specifications will include correct weight, thickness, pick resistance, and other technical requirements. Artwork, film, color separations, special dies, tapes, disks, or other materials furnished by the customer must be usable by the provider without alteration or repair. Items not meeting this requirement will be repaired by the customer or by the provider at the provider's current rates.
17. **OUTSIDE PURCHASES** Unless otherwise agreed in writing, all outside purchases as requested or authorized by the customer, are chargeable.
18. **TERMS/CLAIMS/LIENS** Payment is net cash 30 calendar days from date of invoice. Claims for defects, damages, or shortages must be made by the customer in writing no later than 10 calendar days after delivery. If no such claim is made, the provider and the customer will understand that the job has been accepted. By accepting the job, the customer acknowledges that the provider's performance has fully satisfied all terms, conditions, and specifications. The Provider's Liability will be limited to the quoted selling price of defective goods without additional charge for special or consequential damages. As security for payment of any sum due under the terms of an agreement, the provider has the right to hold and place a lien on all customer property in the provider's possession. This right applies even if credit has been extended, notes have been accepted, trade acceptances have been made, or payment has been guaranteed. If payment is not made, the customer is liable for all collection costs incurred.
19. **LIABILITY**
    1. Disclaimer of Express Warranties. The provider warrants that the work is as described in the purchase order. the customer understands that all sketches, copy, dummies, and preparatory work shown to the customer are intended only to illustrate the general type and quality of the work. They are not intended to represent the actual work performed.
    2. Disclaimer of Implied Warranties. The Provider warrants only that the work will conform to the description contained in the purchase order. The provider's maximum liability, whether by negligence, contract, or otherwise, will not exceed the return of the amount invoiced for the work in the dispute. Under no circumstances will the provider be liable for specific, individual, or consequential damages.
20. **INDEMNIFICATION** The customer agrees to protect the provider from economic loss and any other harmful consequences that might arise in connection with the work. This means the customer will hold the provider harmless and save, indemnify, and otherwise defend the provider against claims, demands, actions, and proceedings on any and all grounds. This will apply regardless of responsibility for negligence.
    1. Copyrights. The customer also warrants that the subject matter to be printed is not copyrighted by a third party. The customer also recognizes that because subject matter does not have to bear a copyright notice to be protected by copyright law, absence of such notice does not necessarily assure a right to reproduce. The customer further warrants that no copyright notice has been removed from any material used in preparing the subject matter for reproduction. To support these warranties, the customer agrees to indemnify and hold the provider harmless for all liability, damages, and attorney fees that may be incurred in any legal action connected with copyright infringement involving the work produced or provided.
    2. Personal or Economic Rights. The customer also warrants that the work does not contain anything that is libelous or scandalous or anything that threatens anyone's right to privacy or other personal or economic rights. The customer will, at the customer's sole expense, promptly and thoroughly defend the provider in all legal actions on these grounds as long as the provider:
    - Promptly notifies the customer of legal action.
    - Gives the customer reasonable time to undertake and conduct a defense.
    - The provider reserves the right to use its sole discretion in refusing to print anything the provider deems libelous, scandalous, improper, or infringing on copyright law.
21. **STORAGE** The provider will retain intermediate materials used until the related end product has been accepted by the customer. If requested by the customer, intermediate materials will be stored for an additional period at an additional charge. The provider is not liable for any loss or damage to stored material beyond what is recoverable by the provider's fire and extended insurance coverage.
22. **TAXES** All taxes and assessments levied by any governmental authority are the responsibility of the customer. All amounts due for taxes and assessments will be added to the customer's invoice. No tax exemption will be granted unless the customer's "Exemption Certificate" (or other official proof of exemption) accompanies the purchase order. If, after the customer has paid the invoice, it is determined that more tax is due, then the customer must promptly remit the required taxes to the taxing authority or immediately reimburse the provider for any additional taxes paid.
23. **TELECOMMUNICATIONS** Unless otherwise agreed, the customer will pay for all transmission charges. The provider is not responsible for any errors, omissions, or extra costs resulting from faults in transmission.
24. **PREPARATORY MATERIAL** Artwork, type, plates, negatives, positives, tapes, disks, and other items supplied by the provider shall remain the provider's exclusive property.

Originally formally promulgated, Annual Convention, United Typothetae of America, 1922. Revised and updated and repromulgated, Printing Industries of America, Inc., 1945, 1974 & 1985. Updated and adopted by the Printing Industries of America, National Association of Printers and Lithographers and Graphic Arts Technical Foundation, 2003.

Printing Industries of America, Inc.

Adopted by Taylor Publishing Company June 2012

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Memorandum of Understanding MOU –
STAR Science Theater Art Recreation (STAR) and
Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Facilities Use Funds Revenue

MEETING DATE:

June 6th, 2017

ROLL CALL REQUIRED:

No

BACKGROUND:

The enclosed MOU with STAR and Western Placer Unified School District is for the 2017-2018 school year. The programs to be provided will be for District school age students before school, after school, and summer programs as well as preschool programs on District facilities. The District has partnered for a number of years with STAR for the services included in the MOU. The programs will be held at, Carlin C. Coppin, Creekside Oaks Elementary, Foskett Ranch Elementary, Lincoln Crossing Elementary and Twelve Bridges Elementary schools. All facilities use agreements and other documentation have been prepared and submitted by STAR to the District. STAR will be invoiced for the appropriate facilities use fees to use WPUSD facilities.

RECOMMENDATION:

Administration recommends that the Board ratify the MOU with STAR and Western Placer Unified School District for the 2017-2018 school year.

MEMORANDUM OF UNDERSTANDING

Between STAR Science Theater Art Recreation and Western Placer Unified School District
2017-18

The following Memorandum of Understanding (MOU) sets forth the terms and conditions for a partnership between Western Placer Unified School District (WPUSD) and Science Theater Art Recreation (STAR) and begins on July 1, 2017 and ends on June 30, 2018. This MOU may be extended for one additional year term if so requested by both parties. The goal of this partnership is to improve the academic performance of WPUSD students and meet the diverse needs of WPUSD teachers, students, and their families.

The Students and Families

1 The students in STAR school age program will come from WPUSD only, while WPUSD students will get priority in the Preschool program; enrollment will be opened to all children of preschool age. Enrollment for both programs can include, at the discretion of the Director and/or the School Board, students who will be eventually enrolled by the school.

2 WPUSD and STAR reserve the right to restrict any student from attending the STAR program for behavioral disruptions after reasonable attempts by WPUSD or STAR to provide necessary, positive behavioral supports to that student have failed to curb the behavioral disruptions. WPUSD and STAR may restrict any student from attending the STAR program without reasonable attempts to curb the behavior of the student if the safety of the child or other children is at risk. Neither WPUSD nor STAR have the right to override the decision of the other party to restrict student access to the program.

3 All students who use the program must complete enrollment process prior to accessing the program. This includes WPUSD special education inclusion students. The STAR enrollment process is done online at www.starsacramento.org. WPUSD or STAR staff members enrolling dependents must complete enrollment forms as well. WPUSD students will attend based upon the tuition rates listed in STAR enrollment forms.

4 WPUSD students who are unable to afford tuition for STAR Galaxy (before and after school program) due to hardship may be eligible for a partial scholarship, if available, as determined by STAR.

5 STAR will maintain emergency contact information for all students and may contact those on the list for the purpose of ensuring the well-being of students.

Academic Program

6 WPUSD teachers will inform parents of children that are underperforming academically, that the school is partnering with STAR and that STAR's mission is to help children socially and academically. WPUSD staff and teachers will inform parents of STAR's availability as an option for all students but especially for those students who are in need of additional academic support.

7 STAR will consult with WPUSD teachers regarding individual student work, needs and upcoming assignments. WPUSD teachers will be made available at the discretion of the WPUSD site Principal for the purpose of communicating the strengths and needs of students.

8 STAR will align curriculum with California State Standards and/or California Common Core State Standards (CCCSS) for appropriate grade levels. STAR Homework Club will address curriculum and assignments from district teachers.

9 STAR will seek input from WPUSD teachers on program success and possible modifications. WPUSD agrees that its teachers will work with STAR teachers to promote this collaboration.

10 STAR may collect data, if available and if parents have authorized access to academic records and progress, on homework completion and classroom performance of students enrolled in STAR before and after joining the program.

11 STAR Preschool will conduct an annual survey of parents to assess satisfaction and report survey results to WPUSD site principal.

12 STAR and WPUSD will include mutual links on their respective web sites for the purpose of educating families and other educational institutions about each organization and their programs.

13 STAR will notify the WPUSD site Principal of any incident that requires emergency medical assistance, legal liability, police intervention, or maintenance by the district for safety purposes.

14 WPUSD will assist in STAR's outreach to the WPUSD parent community so as to ensure that families are well educated about the program. WPUSD agrees to refer STAR to its families at sites at which there are STAR programs by:

- a Allowing STAR to include information in folders that are sent out to parents.
- b Adding information about STAR and related materials periodically to mailings to its families.
- c Keeping informational material about STAR in a highly visible place near the schools' entrances and in the school office.
- d In schools where email is a form of communication the school may provide the parent email list to STAR or may provide the means for STAR to communicate with the WPUSD parent community by email for the sole purpose of keeping parents informed and reminded of the STAR program.
    - 1 Parents will all be given the option to "opt out" of receiving STAR correspondence via email.

Other

15 WPUSD will provide STAR school age and STAR Preschool access to designated STAR classrooms on each school site to facilitate the program one hour before and after program start and end times whenever possible, to ensure the space is cleaned and re-set for the following day's use. WPUSD will be responsible for routine maintenance of the facility as requested through the WPUSD work order process. STAR will be responsible for any damage to the facility as a result of negligence by STAR employees.

16 STAR is located on the following district campuses and offers care during the hours listed:
Carlin C. Coppin Elementary School - Galaxy Program: 11:20a.m. - 6:30p.m.
Creekside Oaks Elementary School - Galaxy Program: 6:30a.m. - 6:30p.m.
Foskett Ranch Elementary School - Galaxy Program: 6:30a.m. - 8:15a.m. & 11:20a.m. - 6:30p.m.
Foskett Ranch Elementary School - Preschool Program: 8:00a.m. - 3:00p.m.
Lincoln Crossing Elementary School - Galaxy Program: 6:30a.m. - 6:30 p.m.
Twelve Bridges Elementary School - Galaxy Program: 6:30 – 6:30 p.m.
If there is a lack of enrollment for any one portion of the STAR program at any campus, STAR will dissolve that portion of the program with a 60 day notice to WPUSD and affected families. If there is a need for additional care at a specific campus that is not currently being offered, STAR will make every effort to accommodate the needs of that campus.

17 STAR agrees to pay facilities fees based on the Board approved fees schedule for preferential long-term users. WPUSD agrees to provide STAR with 90 days' notice for any fee increase. The current fee schedule is available on the WPUSD website. STAR Preschool agrees to reserve two enrollment spaces for WPUSD Special Education preschool inclusion, to be shared amongst such children that have general education inclusion in their Individual Education Plans in exchange for free rent for one STAR

Preschool classroom. If WPUSD does not wish to fill both spaces one space will be released for STAR to offer to a general education student, no later than January 1st.

18 Dates of occupancy for STAR programs during the school year, academic holidays, and summer months, as well as dates of non-occupancy due to cleaning schedules, will be noted on the Facilities Use forms, and will be completed once WPUSD school calendar is established each year for the following July 1 – June 30 school year.

19 Families of WPUSD Special Education preschool inclusion students who participate in the STAR Preschool program will need to complete the STAR online registration process that is required by the STAR Preschool Program including immunization records and physicians report. WPUSD will provide an aide to assist with the initial transition of inclusion students into the STAR Preschool Program, with the aide service fading out over time to facilitate the child's independence, as agreed upon by WPUSD and STAR personnel as appropriate for each inclusion child. STAR will make every reasonable accommodation to support district enrolled students to achieve their I.E.P. goals. However, STAR reserves the right to disenrollment any student who creates a direct threat to the health and safety of others or causes STAR Preschool to fundamentally alter programing.

20 Due to California Social Services restrictions, WPUSD will not plan activities in STAR Galaxy or preschool designated STAR classrooms on each school site one hour before and after program start and end times. WPUSD will not plan activities in the STAR Nova space during time designated for the STAR NOVA classes without identifying a temporary alternative well in advance of any schedule or location change.

21 STAR will leave classrooms and all site space utilized by STAR in clean and neat condition at the end of each day's program. All STAR supplies and equipment will be safely and properly stored away at the end of each day by STAR staff. STAR agrees to ensure that the classrooms that are allocated for the program are left in the same condition or in better condition than they were left in prior to the beginning of daily programming.

22 A representative of STAR will be given access and keys to the building and building alarm procedures for space used during "off hours" to facilitate any STAR related work that must be completed.

23 All STAR staff are qualified by the requirements of California Social Services regulations for Preschool teachers and school age teachers.

24 STAR and WPUSD agree that neither party will interview or hire teachers or assistants that are currently employed by either STAR or WPUSD without first consulting with the other party.

25 STAR will provide WPUSD with a certificate of insurance with endorsement naming Western Placer Unified School District as an additional insured to cover $1,000,000 of general liability insurance.

26 STAR reserves the exclusive right to determine the investment made in the WPUSD facility for the purpose of after school programming; however, the intention of STAR is to procure materials, furniture, and equipment and to create space for an after-school enrichment area and/or activity and study rooms that meets the needs of the STAR after school program.

27 All STAR employees will be required to undergo background checks to include livescans and tuberculosis tests to ensure that they are eligible to work with the children that will be in their care. This is a function that will be the responsibility of STAR to facilitate and maintain. Records of background checks will be made available to WPUSD administration upon request.

28 STAR will be responsible for all accounting functions associated with this program including determining the FTE of scholarship and non-scholarship students, billing students and collecting fees from students or their parents/guardians. WPUSD teachers and staff will not assist in collecting unpaid fees.

29 During the time that is covered by this agreement, WPUSD agrees not to bring into any school site which currently offers the STAR program another after-school program that would compete with any part of STAR to provide a balanced after school program. District programs that are offered by WPUSD are exempt from this restriction.

30 STAR will hold a Summer Camp program on one district assigned campus and will require additional classrooms, which will be requested through WPUSD facility request forms.

a STAR personnel will be able to set-up in classrooms the Friday before the start of summer camp beginning at 3:15pm.

b If there are any teachers that are still closing down their classrooms STAR must be sensitive to the teachers needs to prepare their rooms for summer.

c Only magnets or magnetic clips will be used on all doors. No tape will be used on doors or carpets.

d STAR will offer camps to incoming Kindergarten through incoming 7th grade children.

e STAR will not use any district computers in the classrooms.

f STAR will not access teacher work rooms.

g STAR will only apply sunscreen outside the classrooms.

h STAR staff is responsible for taking all trash out and placing it by the trash compactor daily.

i WPUSD custodian(s) will be responsible for: cleaning and stocking student and staff restrooms daily, mopping the gym floor prior to 6:30am or after 5:30pm daily, and vacuuming and mopping classrooms used by STAR every other day.

j Summer camp will begin the first Monday following the last day of school and STAR will vacate the district assigned campus a minimum of two weeks prior to the start of school, allowing WPUSD custodial staff time to deep clean and prepare the classrooms used by STAR for the school year. The last two weeks of STAR summer camp will be held amongst the remaining STAR campuses.

31 STAR shall indemnify and hold WPUSD harmless from and against any judgment, loss, damage, liability, cost and expense incurred in connection with or arising from any claim, suit, action or proceeding against STAR and/or WPUSD to the extent the basis of such claim is (i) the willful or negligent act or omission of STAR in connection with this agreement or (ii) that a third party has been or may be injured or damaged in any way by any material breach by STAR of its duties, representations, or warranties under this agreement. WPSUD will be held responsible for any district negligence.

32 This is the entire agreement and any changes to this agreement must be in writing and approved by both STAR and WPUSD.

33 This agreement can be terminated by either party with 90 days' written notice.

34 This agreement shall be construed and enforced pursuant to the laws of the State of California. Any disputes arising out of this Agreement shall be brought in the courts of the State of California.

MEMORANDUM OF UNDERSTANDING

Between WPUSD & STAR

WPUSD	STAR
NAME: Audrey Kilpatrick	NAME:
POSITION: Asst. Supt. of Business	POSITION:
SIGNATURE	SIGNATURE
DATE: 5/26/17	DATE:

End

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
Disposal of Surplus Items

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:
No

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 6th, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:

Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed. Administrative Regulation 3270 provides the process for selling surplus or obsolete property through a number of methods. If the property value is insufficient to defray the costs to arrange a sale, the Board may unanimously approve that property be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping (EC 17546)

The attached list of items from Technology and Maintenance have been determined to be unusable, obsolete or no longer needed and the district desires to sell the Technology items online through E-Waste For Good and The Public Group, LLC., which are both designed to ensure compliance with state regulations and policies. If items on the list do not sell or the cost to sell exceeds the estimated value, they will be disposed of by donation or dumping.

Per Education Code 17547, money received from the sale of surplus property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made (for example Building Fund or Facilities Fund).

RECOMMENDATION:

Administration recommends the Board of Trustees declare the attached list of items as surplus, authorize the disposal and/or sale of the items and authorize the removal of these items from the fixed assets inventory list if applicable.

Surplus Items

Technology Items	Value	Location
1 HP Chromebook	Dispose	Technology
7 Dell Computers	Dispose	Technology
1 IMac Computers	Dispose	Technology
12 Displays	Dispose	Technology
5 Document Cameras	Dispose	Technology
2 Faxes	Dispose	Technology
8 Fiber Switches	Dispose	Technology
1 KVM	Dispose	Technology
10 Laptop	Dispose	Technology
54 Monitors	Dispose	Technology
182 Personal Computers	Dispose	Technology
20 POS	Dispose	Technology
36 Printers	Dispose	Technology
18 Projectors	Dispose	Technology
4 Servers	Dispose	Technology
23 Switches	Dispose	Technology
1 Tablet	Dispose	Technology

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Disposal of Surplus Items

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Textbook Fund

MEETING DATE:

June 6th, 2017

ROLL CALL REQUIRED:

No

BACKGROUND:

Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed. Administrative Regulation 3270 provides the process for selling surplus or obsolete property through a number of methods. If the property value is insufficient to defray the costs to arrange a sale, the Board may unanimously approve that property be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping (EC 17546)

The attached list of items have been determined to be unusable, obsolete or no longer needed and the district desires to sell back the Houghton Mifflin workbooks through Follett if they have a need for them. If items on the list do not sell or the cost to sell exceeds the estimated value, they will be disposed of by donation or recycling.

Per Education Code 17547, money received from the sale of surplus property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made (for example Textbook Fund or Facilities Fund).

RECOMMENDATION:

Administration recommends the Board of Trustees declare the attached list of items as surplus, authorize the disposal and/or sale of the items and authorize the removal of these items from the fixed assets inventory list if applicable.

Surplus Items

Item	Quantity	Location	Estimated Value
Moving Into English: Teacher's Edition	11	School Site	$252.45
Moving Into English: Student Text Book	101	School Site	$393.90
Moving Into English: Student Workbook	120	School Site	$480.00
High Point: Teacher's Edition	5	School Site	$29.95
High Point: Student Text Book	68	School Site	$340.00
High Point: Student Workbook	8	School Site	$15.92
ELA Houghton Mifflin: Teacher's Edition & Materials	178	School Site	$8,900.00
ELA Houghton Mifflin: Student Text Book	6262	School Site	$31,310.00
ELA Houghton Mifflin: Student Workbook	3124	School Site	$6,248.00
ELA Houghton Mifflin: Bundle Box	20	School Site	$190.00
ELA Houghton Mifflin: Tool Kit	6	School Site	$60.00
Edge Fundamentals: Student Edition	40	School Site	$596.00
Edge Fundamentals: Vol. 1 Teacher's Edition	1	School Site	$30.20
Edge Fundamentals: Vol. 2 Teacher's Edition	1	School Site	$11.23
Edge Interactive Practice Book	162	School Site	$616.58
Grammar & Writing Practice Book	29	School Site	$57.71
Selection Reading & Fluency Models	4	School Site	$0.00
TE Reading & Writing Transparencies	11	School Site	$0.00
TE Grammar & Writing Practice Book	10	School Site	$24.67
Assessment Handbook	8	School Site	$102.27
TE Language & Grammar Lab Transparencies	10	School Site	$195.44
TE Edge Interactive Practice Book	11	School Site	$27.65
Edge Level A Student Edition	80	School Site	$501.60
Edge Level A Teacher's Edition	6	School Site	$37.08
Unit Test: Student Booklet	34	School Site	$0.00
Unit Test: Teacher's Guide	4	School Site	$0.00
Edge Level B Student Edition	79	School Site	$241.74
Edge Level B Teacher's Edition	6	School Site	$33.12
Edge Level C Student Edition	67	School Site	$225.79
Edge Level C Teacher's Edition	1	School Site	$15.14
Placement Tests: Fundamentals through Level C	3	School Site	$0.00
Placement Tests: Fundamentals through Level C Teacher's Ed	6	School Site	$119.94

Public Hearing

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Public Hearing on 2017-2020 Western Placer Unified School District LCAP

AGENDA ITEM AREA:
Public Hearing

REQUESTED BY:
Kerry Callahan KC
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF Funds

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:
Pursuant to Education Code (EC) 52062(b)(1), Western Placer Unified School District will hold a public hearing to solicit the recommendations and comments of members of the public regarding the specifications and expenditures proposed to be included in the Local Control and Accountability Plan (LCAP).

The hearing will also solicit recommendations and comments from the public regarding spending priorities for base and supplemental funds. Written comments may be submitted to the district office or by emailing the district superintendent at sleaman@wpusd.k12.ca.us. Every written comment will receive a response from the superintendent.

RECOMMENDATION:
Administration recommends the Board hold a public hearing regarding the proposed 2017-2020 LCAP.

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

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Western Placer Unified School District		
Contact Name and Title	Scott Leaman Superintendent	Email and Phone	sleaman@wpusd.k12.ca.us 916-645-6350

2017-20 Plan Summary

THE STORY

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

Western Placer Unified School District (WPUSD) was formed on July 1, 1966, when it united twelve (12) smaller school districts. The District serves students in a 168 square mile area in Placer County. The City of Lincoln is home to the majority of students attending WPUSD and all but one of the schools are located in the City of Lincoln. Students who live in the City of Sheridan and parts of the City of Roseville are also served in WPUSD and one elementary school is located in the City of Sheridan serving as the hub for that small community. The District has a diverse ethnic and culturally enriched population. WPUSD is governed by a five (5) member Board of Trustees.

WPUSD includes, three (3) school sites with Transitional Kindergarten (TK), seven (7) K-5 elementary schools, two (2) middle schools for grades 6-8, a comprehensive senior high school for grades 9-12, and a continuation high school. They also provide Alternative Education through Independent Study for grades K-12. Student population for grades TK-12 is 6,816. In addition, WPUSD sponsors three (3) independent charter school districts; Horizon Charter, Partnerships for Student-Centered Learning, and John Adams Academy collectively serve roughly 3,000 students from Placer and other surrounding counties.

The City of Lincoln was founded in 1859 and has a rich heritage of community spirit and neighborly charm. The Lincoln community is best known for Gladding McBean & Co. who established their pottery in Lincoln in 1875 and are still going strong today as the leader in Terra Cotta, Clay Pipe and Tile products. Lincoln also has a fully functioning airport and railroad. With a population of more than 47,000 people, Lincoln's community is very supportive and involved in its schools.

Goal three of WPUSD's LCAP is to ensure that, upon graduation, all students are college and career ready. This end goal for students is supported by the other five goals of WPUSD's LCAP and all show the District's belief about students' potential and how they should nurture such potential. For students to be college and career ready upon graduation, they must be are able to think creatively and critically, and work collaboratively, to solve problems. To this end, students need opportunities to engage in meaningful and relevant work that will stretch their thinking, foster their collaboration skills, and equip them with the technical skills needed to creatively tackle problems. Additionally, their learning environments need to be safe, inviting, flexible, and equipped with with an abundance of resources. WPUSD is committed serving its students by providing the aforementioned supports and opportunities and their LCAP outlines how they have and will continue to do that.

LCAP HIGHLIGHTS

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

Western Placer has focused on two major areas in the last two years: Professional Learning Communities (PLCs) and Youth Development. The attached document provides a simple visual for our district that helps staff and the community see how these two initiatives support us in meeting our LCAP goals. Their are many actions we are implementing, but they align with one of these two areas.

Within our work on Professional Learning Communities, our focus has been on the answering essential questions of the PLC process: "What do we want students to learn? How will we teach it effectively? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already learned it?" Therefore, we are working to identify essential learning targets for students within our core curricular areas through the work of our "Action Teams". We are also providing professional development for teachers and administrators focused on increasing the use/effectiveness of research-based instructional strategies in all classrooms - GLAD, AVID and brain-based direct instruction have been the major instructional strategies utilized district-wide. Additionally, we have developed and piloted common district benchmark assessments in English language arts and mathematics to support teachers in evaluating their students' progress in meeting the learning targets and their own instructional effectiveness; these will be fully implemented in the 2017-2018 school year. Additionally, we have begun the process of implementing the MTSS Framework to ensure that after effective first instruction (Tier I) we have a plan for systemically providing Tier II and Tier III interventions for students. For the 2017-2018 school year, we have purchased I-Ready Diagnostics for English language arts and mathematics (K-8) to support MTSS implementation by providing the comprehensive student data we need to provide targeted intervention/enrichment for students. The work of Professional Learning Communities is cyclical; you are constantly revisiting and refining your work around the essential questions. Therefore, in the 2017-2018 school year, we will continue to focus on defining our learning targets for students, supporting teachers' instructional effectiveness, implementing common assessments to track student performance, and will develop our comprehensive plan for providing Tier II and Tier III intervention. Teachers and administrators will receive training and support in using data to drive decision-making. A focus will also be placed on utilizing classroom walkthroughs, district benchmark assessments, and other diagnostic assessments as multiple data points to stimulate meaningful, data-rich PLC conversations. Additionally, stakeholder groups have asked for more support related to the implementation of Designated and Integrated ELD. Therefore, Designated and Integrated ELD will also be an area of emphasis in 2017-2018. Additional staff hired to support our PLC efforts will continue to be funded.

In the area of Youth Development, roughly 20% of certificated staff have participated in a four-day Youth Development Institute and 15 staff have been further trained as trainers of youth development. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults. They are safety, relationships, youth participation, community involvement, and skill building. Schools have worked diligently to improve safety and relationships with and for students. PBIS has been implemented at more than half of our school sites and staff continue to receive training and support from our Mental Health Specialist, whom we hired as part of LCAP to support PBIS and students' mental health. Schools are implementing mentoring programs to support student connections with and at school and additional support staff have been hired to ensure no student is without at least one positive adult connection. Intentional efforts have been made to provide enhanced opportunities for students to engage in meaningful learning and develop their leadership skills. Extra- and co-curricular activities are on the rise in WPUSD as well as community partnerships for service learning and mentoring. Bilingual parent liaisons were hired to enhance school/family relations and actively engage parents in their child's learning and school community. Lastly, a college and career specialist and additional counselors were hired to promote college and career readiness and teachers are working hard to ensure that students learn the essential skills they need to be deemed college and career ready. WPUSD will continue to support the implementation of the youth development supports and opportunities through the 2017-2018 LCAP. Youth Development Institutes will be offered, support for PBIS will continue, and additional staff hired to support our youth development efforts will continue to be funded.

PLCs

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

- What do we want students to learn? How will we teach it effectively?
- How will we know if they learned it?
- What will we do if they don't learn it?
- What will we do if they already learned it?

LCAP

ACADEMIC ACHIEVEMENT

Goal #1: All students will meet or exceed grade level standards in core academic areas.

Goal #2: All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

Goal #3: All students will graduate from high school college and career ready.

CULTURE & CLIMATE

Goal #4: All students will be safe and actively engaged at school.

Goal #5: All students will receive instruction in up-to-date and well-maintained environments.

Goal #6: All parents will be actively engaged in their child's learning and school community.

Rigor
College & Career Ready

Relevance
Meaningful, Action Learning

Relationships
Youth – Adult
Youth – Youth
Adult – Adult

Youth who develop healthy relationships, participate in meaningful learning opportunities, and are held to high expectations become successful adults who maintain economic self-sufficiency, have healthy relationships, and contribute to their community.

YOUTH DEVELOPMENT

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Overall, Western Placer has shown academic gains in English Language Arts and Math. Our grade eleven academic achievement grew substantially in English Language Arts and Math, increasing 57.9 points and 28.8 points (from the distance from level 3) respectively. District-wide, 5% more students scored "standard exceeded" (level 4) in English Language Arts and 2% more students scored "standard exceeded" (level 4) in Math, compared to the prior year; this is one indication that more students are college and career ready than in years prior. Additionally, our Advanced Placement data further shows an increase in students completing college-level coursework (see Advanced Placement Data below).

Additionally, Western Placer is beginning to close the achievement gap for low-income students and English Learners. Our socio-economically disadvantaged students improved 10.4 points (from the distance from level 3) in English Language Arts and 9.9 points in Math, English Learners improved 14.6 points in English Language Arts and 9.1 points in Math, while our entire student population only increased by 9.7 points and 6.3 points, respectively. Unduplicated pupils continue to gain more access to higher-level coursework, including AP classes.

Although much progress is still needed to ensure high levels of achievement for all students in Western Placer, we are proud of the improvements made thus far. We attribute these improvements to many of the actions/services outlined in our LCAP. Expanding our implementation of AVID and adding AVID Excel have enhanced our focus on ensuring all students (including ELs) are college ready upon graduation. Our focus on improving CTE has resulted in more clearly outlined career pathways and opportunities for articulation with Sierra College to offer college credit to students. Providing training in youth development has resulted in schools implementing site-based programs (i.e., Bucket Fillers, K-Kids, Recess Rangers, Ghost Mentors) to boost student safety, engagement, and achievement.

Professional development aligned with the tenants of Professional Learning Communities, Common Core and NGSS, and Effective First Instruction has strengthened administrator and teacher leadership and effectiveness. Additionally, the hiring of key staff to drive reform efforts across the district has been critical; from our College and Career Specialist working with students to help them realize their college and career potential to our Teachers on Special Assignment providing targeted support for teachers to improve instructional effectiveness to our Parent Liaisons engaging our non-English speaking families in playing a more active role in their children's education. Without these staff, our abilities to implement and support programs/practices such as PBIS, Youth Development, AVID, and CTE would fall short.

We are committed to continuing programs/practices such as AVID and Youth Development. We are also committed to ensuring we have the capacity (staff) to maintain and build upon the programs/practices. Lastly, we are also committed to ongoing professional development for staff to ensure their effectiveness in implementing programs/practices that we believe will continue us on the positive trajectory to all students being college and career ready.

Advanced Placement Data

Totals for 2016 AP administration

Score	English Lit.	Psych.	Gov	US Hist.	World Hist.	Calc BC	Bio	Chem	Physics	Span.	Total
5	2	2	1	3	6	1	0	0	0	6	23
4	3	3	3	7	15	2	4	2	0	7	48
3	6	7	12	17	13	11	7	7	6	11	101
2	8	1	9	3	17	8	10	3	2	2	68
1	1	7	5	11	9	20	1	1	5	1	62
Total	20	20	30	41	48	42	22	13	13	27	302

Five Year School Aggregate Data

School Year	2012	2013	2014	2015
Total AP Students	85	121	176	200
# of Exams	129	159	284	288
Number of Students with scores of 3+	53	74	100	107
% of total AP students with scores of 3+	62.4	61.2	56.8	53.5

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

GREATEST NEEDS

Western Placer's only state indicator with an overall performance status of "orange" was the English Learner indicator. The English Learner indicator measures data that is two or more years old, and many steps have been taken in the last two years to address English Learner achievement. Looking at more current data, we reclassified 156 students in 2015-2016, compared to 71 students in 2014-2015. The achievement gaps in English Language Arts and Math are slowly closing. English Learners improved 14.6 points (from the distance from level 3) in English Language Arts and 9.1 points in Math, while our entire student population only increased by 9.7 points and 6.3 points, respectively.

Moreover, Western Placer committed to training all elementary teachers in GLAD strategies; 15 teachers were trained in the 2015-2016 school year and 30 were trained in the 2016-2017 school year. In the 2016-2017 school year, the addition of two English Learner Teachers on Special Assignment (TOSAs) increased the amount of targeted coaching and professional development offered to certificated staff. Also, the addition of three bilingual parent/school/community liaisons increased outreach to and support for parents, which has enhanced parents' abilities to actively participate in their children's educations. Lastly, adding the AVID Excel program at Glen Edwards Middle School, an elective class specifically designed to accelerate long-term English Learners' language acquisition, should also help improve English Learner achievement.

We will continue to support the actions we have already implemented to further improve the achievement of our English Learners. Additionally, during the 2017-2018 school year we will provide seven (7) two-day ELD Institutes to support approximately 100 teachers in the effectiveness in providing integrated and designated ELD.

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

PERFORMANCE GAPS

The suspension rate indicator comparing data from 2013-2014 to 2014-2015 had six student groups that fell two performance levels below the "all student" performance: English Learners, socioeconomically disadvantaged students, students with disabilities, African-American students, Filipino students, and Hispanic students. The suspension rate indicator measures data that is two or more years old, and many steps have been taken in the last two years to address school culture and climate as it relates to student behavior.

In the summer of 2015 the district began a partnership with the Youth Development Network to provide youth development training and ongoing coaching to staff that aligns with the youth development framework. The research-based framework outlines the essential supports and opportunities (safety, relationships, meaningful participation, community involvement, and skill building) that youth need to become healthy adults. The training and ongoing coaching support equips staff with effective approaches to utilize when working with our students. When environments for youth are rich with the critical supports and opportunities, they are less likely to engage in at-risk behaviors that could lead to suspensions. To-date, all site principals have been trained in youth development and approximately twenty percent (20%) of teachers and certificated support staff have also been trained. Additionally, fifteen (15) staff members from throughout the district have been trained as youth development trainers. WPUSD now has the capacity to further train staff without reliance on the Youth Development Network. We are committed to ongoing training for staff and feel that, by aligning our practices with the youth development framework, we will yield improvements in our overall culture and climate as well as our suspension rates for all students and significant student subgroups.

In addition to youth development, six of our seven elementary schools and our high school are implementing PBIS. To support PBIS implementation, we have a full time Mental Health Specialist that we recently hired to provide PBIS coaching to schools as well as support for students exhibiting patterns of unhealthy behavior. We will continue to implement and refine all of the aforementioned actions and to fund the additional support staff needed to engage in this work.

INCREASED OR IMPROVED SERVICES

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

Further implementation of the PLC process and Youth Development Framework, along with ELD Professional Development Institutes for teachers and administrators will improve services for low-income students, English learners, and foster youth. The expansion of AVID to three of our elementary school and AVID Excel at one of our middle schools will further enhance services for our unduplicated students. Please see the LCAP Highlights section for further details.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$65,000,000.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$40,688,667.00

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

Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (non-supplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites ($22.6 million / 35%). Students have access to extra-curricular activities such as after-school sports and clubs ($1.1 million / 1.7%). The GF also provides a contribution to support the food service program ($500,000 / 1%). These expenses are not included in the LCAP.

$55,545,330.00 Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

All students will meet or exceed grade level standards in core academic areas.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by SBAC in English language arts and mathematics (grades 3-8 and 11), will increase 5% annually until 100% is obtained.
2. The percentage of all students (and significant subgroups) proficient or advanced, as measured by CST/CMA in Science (grades 5, 8 and 10), will increase 5% annually until 100% is obtained.
3. The percentage of all students (and significant subgroups) in grades 1-5 meeting or exceeding standard, as measured by district benchmark assessments in English language arts and mathematics, will increase 5% annually until 100% is obtained.
4. Common district benchmark assessments (3-4 per year) will be developed for science (grades 3-11).
5. The percentage of all secondary students (and significant subgroups) meeting or exceeding standards ("C" or better) in all core areas, as measured by semester report card grades, will increase 5% annually until 100% is obtained.
6. The percentage of all students (and significant subgroups) receiving special education services will decrease by 0.5% annually until 9% is obtained.
7. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).

ACTUAL

1. Overall, we increased 7% in English Language Arts and 2% in Math, as measured by the SBAC
2. We are now in the midst of transitioning to the CAST test in science, taking the pilot test in grades 5,8, and 10/12 in spring 2017. A new goal will have to be generated in this area that aligns more closely with the new science test.
3. No district benchmark assessments were administered in English language arts or mathematics in the 2016-2017 school year due to our transition from AERIES and EADMS to PowerSchool and Illuminate, respectively. This school year focused, instead, on developing and piloting new district benchmark assessments in Illuminate, with the intention of administering them in the 2017-2018 school year.
4. Common district benchmark assessments for science are still being developed.
5. The percentage of all secondary students meeting or exceeding "C" or better in core classes were as follows:

2015-2016 (Sem 1) and 2016-2017 (Sem 1)
English -- 86% compared to 84%
Science -- 77% compared to 74%
Math -- 71% compared to 77%
History -- 65% compared to 71%

There was a significant decrease in the pass rates in both secondary Science and History.
6. The percentage of students receiving special education services in 2015-2016 was 13.6%. The percentage of students receiving special education services dropped in 2016-2017 to 12.3%, a decrease of 1.3%.
7. All teachers assigned for the 2016-2017 school year were highly qualified and appropriately credentialed for their teaching assignment(s).

ACTIONS / SERVICES

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

Action	1	
Actions/Services	PLANNED 1.1 - Core Curriculum & Resources (a) English language arts action teams will continue to work with educational services to refine curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards. (b) Math action teams will continue work with educational services to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CCSS and SBAC assessment targets. Additionally, they will align resources from our adopted CCSS materials for mathematics with the curriculum maps and instructional guides to ensure students meet or exceed grade level standards. (c) Science action teams will work with educational services to develop curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards. (d) Social Science action teams will work with educational services to develop curriculum maps and instructional guides for social science (grades 6-12) that are aligned with social students and common core literacy standards and SBAC assessment targets for literacy. Additionally, they will identify	ACTUAL 1.1 - Core Curriculum & Resources (a) English language arts action teams continued to work with educational services to refine curriculum maps and instructional guides for English language arts (grades TK-11) that align with CCSS and SBAC assessment targets. We also conducted a full elementary ELA materials pilot from November through May. (b) Math action teams continued work with educational services to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that align with CCSS and SBAC assessment targets. Additionally, they aligned resources from our adopted CCSS materials for mathematics with the curriculum maps and instructional guides to ensure students meet or exceed grade level standards. (c) Science action teams worked with educational services to develop curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they identified and purchased instructional materials/resources needed to ensure students meet or exceed grade level standards. The addition of a Science TOSA greatly assisted in this area. (d) Social Science action teams were trained in the new framework and began the work of developing curriculum maps and instructional guides for social science (grades 6-12) that align with social science/common core literacy

	and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards. (e) Intervention resources for students not making progress toward meeting standard in core areas will be provided. The focus of intervention will primarily be on improving achievement in literacy and math. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	standards, the new framework, and SBAC assessment targets for literacy. They have yet to identify and purchase new instructional materials/resources needed to ensure students meet or exceed grade level standards. (e) Sonday and Lexia were provided as Intervention resources for students not making progress toward meeting standard in core areas. The focus of intervention was primarily on improving achievement in literacy and math. (f) Teachers, supported by administrators, participated in weekly, collaborative PLCs that focused on ensuring all students were provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work was documented through PLC agendas and minutes, and other relevant artifacts. A consultant from Solution Tree worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process.
Expenditures	BUDGETED Assistant Superintendent of Educational Services Supplemental $58,587 Director of Educational Services Supplemental $71,481 Administrative Assistant for Educational Services Supplemental $28,342 Instructional Materials - IMF Base $300,000 Instructional Materials - Teacher Lottery Allocation Lottery $166,925 Instructional Materials - Restricted Lottery Lottery $266,019	ESTIMATED ACTUAL Assistant Superintendent of Educational Services Supplemental $56,776 Director of Educational Services Supplemental $71,998 Administrative Assistant for Educational Services Supplemental $28,342 Instructional Materials - IMF Base $263,639 Instructional Materials - Teacher Lottery Allocation Lottery $135,589 Instructional Materials - Restricted Lottery Lottery $235,674
Action 2		
Actions/Services	PLANNED 1.2 - Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3	ACTUAL 1.2 - Effective First Instruction (a) Most teachers utilized effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices included, but were not limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds,

	& 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Teachers and administrators will participate in "Instructional Rounds" to identify effective first instruction taking place and to discuss areas for growth as a school. (c) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Some sites participated in "Instructional Rounds" to identify effective first instruction and discuss areas for growth. The use of "Instructional Rounds" was inconsistent across the district. (c) Teachers, supported by administrators, participated in weekly, collaborative PLCs that were focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work was documented through PLC agendas and minutes, and other relevant artifacts. A consultant from Solution Tree worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process.
Expenditures	BUDGETED Teachers Base $26,567,000 Site Administrators Base $2,374,000	ESTIMATED ACTUAL Teachers Base $27,010,450 Site Administrators Base $2,465,559
Action 3		
Actions/Services	PLANNED 1.3 - Progress Monitoring (a) Core area action teams will work with educational services to develop or refine and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement toward meeting or exceeding grade level standards. (b) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence	ACTUAL 1.3 - Progress Monitoring (a) Common district benchmarks in English and Math (grades 2-11) are currently in development. Some grades are piloting their benchmarks this spring. In the 2017-2018 school year, there will be two district-wide assessments in both English and Math for grades 2-11. (b) Teachers, supported by administrators, participated in weekly, collaborative PLCs to develop common formative assessments to assess student progress toward meeting specified learning targets. Evidence of this work was documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. A consultant from Solution Tree

	of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (c) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process. (c) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff worked closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and supported teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.
Expenditures	BUDGETED Coordinator of Homeless & Foster Youth Services Supplemental $30,301 Administrative Assistant for Homeless & Foster Youth Services Supplemental $8,299 Director of Supplemental Programs & Accountability Supplemental $75,373 Administrative Assistant for Supplemental Programs & Accountability Supplemental $73,805 Illuminate Online Assessment & Analytics System Supplemental $44,970	ESTIMATED ACTUAL Coordinator of Homeless & Foster Youth Services Supplemental $30,516 Administrative Assistant for Homeless & Foster Youth Services Supplemental $8,299 Director of Supplemental Programs & Accountability Supplemental $75,924 Administrative Assistant for Supplemental Programs & Accountability Supplemental 80,060 Illuminate Online Assessment & Analytics System Supplemental $44,850
Action	4	
Actions/Services	PLANNED 1.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, and other relevant artifacts. (b) Educational services will support site administrators and leadership teams in facilitating the development, articulation, and implementation of multi-tiered systems of support for each site.	ACTUAL 1.4 - Interventions (a) Teachers, supported by administrators, participated in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work was documented through PLC agendas and minutes, PowerSchool, Illuminate, and other relevant artifacts. A consultant from Solution Tree worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process. (b) Educational services supported site administrators and leadership teams in facilitating the development, articulation, and implementation of multi-tiered systems of support for

	(c) Intervention support staff will be provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists. (d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. Unduplicated students will be the target population for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students will be the target population for tutoring.	each site. Some sites are further along in this process than others. (c) Intervention support staff were provided to work with all students targeted and prescribed Tier II and Tier III intervention services. Such support staff included: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists. (d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff worked closely with site administration to ensure that proper intervention services were provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented at our middle and high schools. Unduplicated students will be the target population for these programs. The breadth/length of programs offered may be limited in our first year, due to construction projects scheduled across the district this summer. (f) Targeted tutoring was provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students were the target population for tutoring.
Expenditures	BUDGETED Program Specialists Base $242,000 Intervention Support Staff & Resources Supplemental $423,122 Paraprofessionals Base $209,000 Psychologists Base $574,000 Counselors Base $305,000 Summer Transition Programs Supplemental $45,000 Targeted Tutoring Program Supplemental $60,000	ESTIMATED ACTUAL Program Specialists Base 300,422 Intervention Support Staff & Resources Supplemental $423,983 Paraprofessionals Base $199,633 Psychologists Base $549,199 Counselors Base $351,354 Summer Transition Programs Supplemental $45,000 Targeted Tutoring Program Supplemental $60,000

Action 5

Actions/Services

PLANNED

1.5 - Professional Development & Collaboration

(a) All secondary math teachers will be provided training and coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards.

(b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas.

(c) General education and special education teachers at the secondary levels will receive training in co-teaching to support their transition to a more inclusive learning for special education students.

(d) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports.

(e) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards.

(f) Administration and site leadership teams will be provided training and technical support to support more effective implementation of PLCs throughout the district.

(g) Action teams will meet throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure all students meet or exceed grade level standards.

(g) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to

ACTUAL

1.5 - Professional Development & Collaboration

(a) All secondary math teachers were provided training and coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. Additionally they all participated in two rounds of follow-up coaching after receiving the training.

(b) Some core area teachers received content and literacy training/coaching as it relates to CCSS/NGSS and their respective curricular areas.

(c) Our first year of co-teaching focused on Lincoln High School. General education and special education teachers at Lincoln High School received training in co-teaching to support their transition to a more inclusive learning for special education students. Middle school teachers will receive training in spring of 2017 to prepare their transition to the co-teaching model in 2017-2018.

(d) Educational services facilitated collaboration and training for core areas teachers on a variety of topics that supported students in meeting or exceeding grade-level standard. Instructional coaching was also provided to teachers wanting or needing additional supports.

(e) Teachers, support staff and administrators were provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards.

(f) Administration and site leadership teams were provided extensive training and technical support to support more effective implementation of PLCs throughout the district. The District contracted with Solution Tree to provide this training and support.

	discuss best instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.	(g) Action teams met throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure all students meet or exceed grade level standards. (g) Teachers, supported by administrators and educational services, participated in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work was documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. A consultant from Solution Tree worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process. (h) New teachers were provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.
Expenditures	BUDGETED Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) Supplemental $231,943 Math TOSA Supplemental $55,073 ELA/ELD TOSA Supplemental $54,559 STEM/CTE TOSA Supplemental $55,000 New Teacher Induction Program (EEF 15/16 Carryover funds to be added for use once amounts are determined after year end close. If no funds available, another source will be assigned.) Educator Effectiveness Fund (EEF) $0	ESTIMATED ACTUAL Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) Supplemental $124,667 Math TOSA Supplemental $55,073 ELA/ELD TOSA Supplemental $54,507 STEM/CTE TOSA Supplemental $57,108 New Teacher Induction Program (EEF 15/16 Carryover funds to be added for use once amounts are determined after year end close. If no funds available, another source will be assigned.) Educator Effectiveness Fund (EEF) $0
Action 6		
Actions/Services	PLANNED 1.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1.	ACTUAL 1.6 - Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1.

	(b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.	(b) School sites developed and approved a plan (SPSA for Title I schools) that outlined how their supplemental funding was used to support Goal 1.
Expenditures	BUDGETED School Site Allocations (Total Amount to Support All Goals) Supplemental $163,541 School Site Allocations (Total Amount to Support All Goals) Base $400,974	ESTIMATED ACTUAL School Site Allocations (Total Amount to Support All Goals) Supplemental 163,541 School Site Allocations (Total Amount to Support All Goals) Base $531,615

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.	With the exception of "instructional rounds", district assessments, and MTSS, we implemented all the actions as written in the 2016-2017 LCAP. Administrators and teacher leaders received extensive training in PLCs from Solution Tree and have worked closely to implement systems and practices to better support their schools in effectively answering the PLC essential questions. Teachers received various training to enhance their understanding of Common Core and NGSS as well as their instructional effectiveness. The teachers on special assignment for math, ELA, CTE/STEM, and EL provided instructional supports for teachers through district training, PLC collaboration, and small group and one-on-one coaching. Although we did not fully implement district benchmark assessments, they were developed and piloted in ELA and math. We intend to implement these fully in 2017-2018. A district-wide system for MTSS was not developed, but a plan for completing that work in 2017-2018 has been established. Instructional rounds were not consistently conducted, but through the PLC process administration has made it a priority for 2017-2018; they will receive training on effective observation and feedback strategies to best support teachers.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall we are pleased with progress made in student achievement in core academic areas. In 2015-2016, we met our expected outcome in SBAC for ELA (7% gain), but recognize that we fell short in math (2% gain). Frustratingly, our state data is always one to two years behind from our actions. It is very clear that we have work internally to do to develop our systems for collecting and analyzing local data points to track more current progress; we cannot rely on state data solely to support us in implementing necessary, more immediate improvement efforts. The implementation of diagnostic and benchmark assessments district-wide is critical. Additionally, employing practices to analyze data and to make informed decisions about curriculum, instruction, interventions etc. are also essential. We are committed to these components becoming a reality in 2017-2018. We do not yet know what our 2016-2017 actions will yield in SBAC ELA and math results, but we are hopeful. Feedback from teachers regarding curriculum and instruction support and resulting changes in student progress has mostly been positive and we have observed new strategies being implemented in classrooms. We believe that the full implementation of our new math sequence (Math III implemented in

2016-2017) at the high school and the training provided to math teachers on brain-based direct instruction will result in bigger gains this year. In ELA, even with the 7% gain, there was significant concern at the elementary level regarding the work we were doing in regards to curriculum and instruction for English language arts (ELA). This resulted in us spending time to pilot and select new ELA materials for grades K-5, which we will be purchasing for implementation in the 2017-2018 school year to support the work we have already done to align curriculum and instruction to the new CA Standards for ELA/ELD . We anticipate further gains from the 2016-2017 SBAC administration as compared to 2015-2016 and even bigger gains in 2017-2018 with the implementation of these new materials.

The PLC training and support we received further supported efforts in ensuring all students meet or exceed standard in core academic areas as we are better equipped to answer the essential questions of a PLC. The work done by site administration and teacher leaders to align school missions, visions, values, goals and actions with where we are going as a district was necessary to support ongoing progress. PLC collaboration time on Monday's was more effective, which further supports improvements to student achievement outcomes.

As indicated above, we need to do more work in the areas of progress monitoring in order to make sound decisions about curriculum, instruction, interventions, etc. As a result will be focusing on data-driven decision making and MTSS in the 2017-2018 school year. Additionally, even with updated materials, new course sequencing aligned with the new CA Standards for Mathematics, and professional development, we recognize that we still have much work to do in math. It is an area of need at all grades district-wide. We will also continue improving upon on our work answering the essential questions through the PLC cycle.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was minimal difference between what we budgeted and our estimated actuals. The differences were a result of either over or under budgeting for employee or service contract costs.

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

Minimal changes are being made to this goal. Our expected outcomes are being modified to better align with patterns of baseline data - making them more realistic - as well as the reporting methods of the new CA School Dashboard (i.e., distance from level three). Through the PLC lens, we will continue to provide targeted training and supports for administrators and teachers in curriculum, instruction, and progress monitoring; this will include walkthrough training for administrators aimed at improving practices around teacher observation and feedback. Additionally, we will develop a district-wide plan for MTSS to address students' needs on a continuum as determined by an analysis of multiple measures (state and local). This will include the implementation of district benchmark assessments for grades 2-11 in ELA and math and diagnostic assessments for grades K-8 in ELA and math.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2	All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT or ELPAC, will increase 5% annually until 100% is obtained. 2. The percentage of English learners reclassified as fluent English proficient in 2016-2017 will meet or exceed 25%. 3. 75% of the secondary students reclassified as fluent English proficient in 2014-2015 or 2015-2016 will earn a "C" or better in all core area classes in 2016-2017. 4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.	1. 56.5% of English learners progressed at least one language proficiency level in 2015-2016, an increase of 3.2% from 2014-2015. This data will not be provided for 2016-2017 until the spring. 2. We reclassified 20.6% of our English Learners (135 of 653) in the spring of 2017, a 10.3% increase from 2016. 3. Due to our student information system transition, we were unable to calculate this data. 4. All English learners receive integrated and designated ELD. For the 2016-2017 school year, we hired two English Learner Teachers on Special Assignment (TOSAs); they coach and guide teachers on best practices related to integrated and designated ELD. The TOSAs also monitor students' language acquisition and provide additional support to teachers and students when needed.

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	ACTUAL
Actions/Services	2.1 - Core Curriculum & Resources	2.1 - Core Curriculum & Resources

(a) English language arts action teams will continue work with educational services to refine curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

(b) Math action teams will continue work with educational services to refine curriculum maps and instructional guides for mathematics (TK-Integrated III) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

(c) Science action teams will work with educational services to develop curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

(d) Social Science action teams will work with educational services to develop curriculum maps and instructional guides for social science (grades 6-12) that are aligned with social students and common core literacy standards and SBAC assessment targets for literacy. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

(e) Designated ELD teachers will work with educational services to develop curriculum maps and instructional guides for teaching designated ELD. Additional resources needed to support implementation of designated ELD will be researched for possible purchase.

(a) English language arts action teams continued to work with educational services to refine curriculum maps and instructional guides for English language arts (grades 6-11) that are aligned with CCSS and SBAC assessment targets. Those instructional guides have integrated (and in some cases, designated) ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards. We also conducted a full elementary ELA materials pilot from November through May (TK-5); a main focus of the materials pilot was the quality of each program's integrated/designated ELD components.

(b) Math action teams continued work with educational services to refine curriculum maps and instructional guides for mathematics (TK-Integrated III) that are aligned with CCSS and SBAC assessment targets. The instructional guides have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

(c) Science action teams worked with educational services to develop curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

(d) Social Science action teams were trained in the new framework, which included implications for instruction for English learners. They also began the work of developing curriculum maps and instructional guides for social science (grades 6-12) that are aligned with social science and common core literacy standards, and SBAC assessment targets for literacy. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

	(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	(e) Our work with designated ELD is in development. At elementary schools with high populations of English learners, teachers began incorporating designated ELD as a scheduled portion of the instructional day. At elementary schools with low populations of English Learners, we kept with a more traditional pull-out model; designated ELD was regularly provided by a district EL TOSA. At the secondary level, Designated ELD teachers continue to work with educational services to develop curriculum maps and instructional guides for teaching designated ELD. (d) Teachers, supported by administrators, participated in weekly, collaborative PLCs that focused on ensuring English learners were provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts. A consultant from Solution Tree worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process.
Expenditures	BUDGETED See funding Goal 1, Action 1.1 - (Page 12)	ESTIMATED ACTUAL See funding Goal 1, Action 1.1 - (Page _____)
Action 2		
Actions/Services	PLANNED 2.2 - Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress;	ACTUAL 2.2 - Effective First Instruction (a) Most teachers utilized effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices included, but were not limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their

	and creating a positive learning environment where English learners are safe and actively engaged. (b) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will ensure that the class sizes for designated ELD are well below the general staffing ratio of 36:1. (c) Teachers and administrators will participate in "Instructional Rounds" to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	progress; and creating a positive learning environment where English learners are safe and actively engaged. (b) Designated and integrated ELD was provided to all English learners. At the secondary schools, additional sections were allocated to ensure designated ELD instruction was provided to English learners beyond their mainstream core classes. The additional sections ensured that the class sizes for designated ELD at the secondary were well below the general staffing ratio of 36:1. (c) Some sites participated in "Instructional Rounds" to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners. The use of "Instructional Rounds" was inconsistent across the district. (d) Teachers, supported by administrators, participated in weekly, collaborative PLCs that focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work was documented through PLC agendas and minutes, and other relevant artifacts. A consultant from Solution Tree worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process.
Expenditures	BUDGETED See funding Goal 1, Action 1.2 - (Page 14) Additional sections for targeted ELD at secondary schools Supplemental $202,104	ESTIMATED ACTUAL See funding Goal 1, Action 1.2 - (Page ___) Additional sections for targeted ELD at secondary schools Supplemental $206,199
Action 3		
Actions/Services	PLANNED 2.3 - Progress Monitoring (a) Core area action teams will work with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in	ACTUAL 2.3 - Progress Monitoring (a) Common district benchmarks in English and Math (grades 2-11) are currently in development. Some grades are piloting their benchmarks this spring. In the 2017-2018 school year, there will be two district-wide assessments in both English and Math for grades 2-11. The assessments administered

	supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency. (b) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (c) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.	next year will monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency. (b) Teachers, supported by administrators, participated in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work was documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. A consultant from Solution Tree worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process. (c) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff worked closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.
Expenditures	BUDGETED See funding Goal 1, Action 1.3 - (Page 14)	ESTIMATED ACTUAL See funding Goal 1, Action 1.3 - (Page ___)
Action 4		
Actions/Services	PLANNED 2.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.	ACTUAL 2.4 - Interventions (a) Teachers, supported by administrators, participated in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work was documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. A consultant from

	(b) Educational services in collaboration with site administrators will develop an English learner master plan to outline the appropriate structures, services and supports needed to ensure English learners' (and redesignated fluent English proficient learners) language attainment and academic achievement. (c) Intervention support staff will be provided to schools to work with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.	Solution Tree worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process. (b) Educational services, in collaboration with site administrators, have begun the process of creating consistent, written policies and procedures to outline the appropriate structures, services and supports needed to ensure English learners' (and redesignated fluent English proficient learners) language attainment and academic achievement. Over time, we intend to compile all of our written policies and procedures and create a comprehensive English learner master plan. (c) District-funded intervention support staff worked with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff included: instructional aides, intervention support providers, EL TOSAs, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and EL TOSAs worked closely with site administration to ensure that proper intervention services are being provided for all English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.
Expenditures	BUDGETED See funding Goal 1, Action 1.4 - (Page 15)	ESTIMATED ACTUAL See funding Goal 1, Action 1.4 - (Page ___)
Action 5		
Actions/Services	PLANNED 2.5 - Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English learners in their respective curricular areas.	ACTUAL 2.5 - Professional Development & Collaboration (a) Some teachers have received English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English learners in their respective curricular areas. Our district's EL

(b) Elementary teachers will receive GLAD training and coaching to enhance their abilities to provide effective first instruction to English learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (e) Action teams will meet throughout the year to further develop unit maps, instructional guides and assessments and to discuss effective instructional practices to ensure English learners adequately progress toward language proficiency. (f) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.	TOSAs will be hosting two additional ELD Institutes, in the summer and fall of 2017, to provide additional opportunities for teachers to access ELD training. (b) Elementary teachers continue to receive GLAD training and coaching to enhance their abilities to provide effective first instruction to English learners. (c) Teacher, support staff and administrators were provided opportunities to participate in other, relevant professional developments to support English learners' language attainment and academic achievement. (d) Educational services facilitated collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets. Coaching was also provided to teachers wanting or needing additional supports. (e) Some action teams met throughout the year to further develop unit maps, instructional guides and assessments and to discuss effective instructional practices to ensure English learners adequately progress toward language proficiency. (f) Teachers, supported by administrators and educational services, participated in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work was documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. A consultant from Solution Tree worked in tandem with every site's leadership team throughout the school year to insure the fidelity of this process.
BUDGETED See funding Goal 1, Action 1.5 - (Page 16) English Learner Services TOSAs Supplemental $187,200	ESTIMATED ACTUAL See funding Goal 1, Action 1.5 - (Page ___) English Learner Services TOSAs Supplemental $180,829

Expenditures

Action 6

PLANNED	ACTUAL

Actions/Services

	2.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	2.6 - Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites developed and approved a plan (SPSA for Title I schools) that outlines how their supplemental funding was used to support Goal 2.
Expenditures	BUDGETED See funding Goal 1, Action 1.6 - (Page 17)	ESTIMATED ACTUAL See funding Goal 1, Action 1.6 - (Page ___)

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.	With the exception of "instructional rounds," we implemented all the actions as written in the 2016-2017 LCAP. We spent considerable time focusing on integrated ELD in all core subject areas and across all grade levels. Many teachers were trained on instructional strategies proven to increase English Learner achievement, including GLAD, strategies introduced at San Joaquin County Office of Education's ELD Institute, brain-based direct instruction, and AVID. Additionally, our English Learner teachers on special assignment provided instructional supports for teachers through district training, PLC collaboration, and coaching. English Learners and reclassified students were regularly monitored to insure academic success; students who struggled were provided with a variety of intervention supports. While all teachers provided designated ELD as required during the 2016-2017 school year, one of our focus areas for 2017-2018 will be strengthening and enhancing the delivery of designated ELD.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall we are pleased with the progress made in English Learner student achievement in English and Math. In 2015-2016, both our English Learners and our reclassified students increased significantly (a distance from level 3 gain of 20.5 points and 25.3 points, respectively) on the English SBAC test. They also showed increases (a distance from level 3 gain of 21.3 and 9.8 points, respectively) on the Math SBAC test. Additionally, our English Learner graduation rate increased 11.8% for the Class of 2016. Many of the actions and services put in place to support our English Learners proved to be effective. Our focus on utilizing effective instructional strategies during integrated ELD helped English Learners better access the core. Our English Learner teachers on special assignment provided job-embedded training and coaching, which reinforced effective classroom instruction for English Learners. Our routine progress monitoring of English Learners and reclassified students allowed us to provide immediate interventions and supports for struggling students. The addition of AVID Excel specifically targeted our Long-Term EL population and focused explicitly on accelerating their language acquisition. Lastly, the funding we

allocated to lower ELD class sizes (secondary) and to provide additional intervention support (elementary) gave English Learners more time to work with qualified personnel.

Our two areas of growth with regard to English Learner achievement are out-of-school suspensions and annual growth on the CELDT test. Our suspension rate for English Learners is disproportionate to our overall suspension rate. Also, our annual growth rates on the CELDT have been considerably lower than they should be, based on our English Learners' academic performance in other measures. We piloted the ELPAC in the spring of 2017, with the hope that it will help us better understand the new expectations for students to meet adequate yearly progress toward language proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was minimal difference between what we budgeted and our estimated actuals. The differences were a result of either over or under budgeting for employee or service contract costs.

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

Minimal changes are being made to this goal. Our expected outcomes are being modified to incorporate the new ELPAC test (in lieu of the CELDT test) and to better align with the student progress monitoring data points we have readily available. We adjusted our expected outcome on reclassification from 25% to 10%, because 25% was not a realistic measure of achievement. Programmatically, we will double the size of the AVID Excel program at Glen Edwards Middle School in 2017-2018, adding an 8th grade class. Additionally, our district EL teachers on special assignment will offer a total of five two-day ELD Institutes throughout the 2017-2018 school year, with the hope of explicitly training approximately 100 teachers in best practices related to both integrated and designated ELD.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

All students will graduate from high school college and career ready.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. The district's cohort graduation rate will increase 1% annually until 100% is obtained.
2. The percentage of all graduates meeting A-G requirements will increase by 3% annually until 100% of all graduates meet A-G requirements.
3. The percentage of all AP students scoring a 3 or better on AP exams (in all AP courses) will increase by 5% annually until 100% of all AP students (and significant subgroups) are scoring 3 or better on AP exams (in all AP courses).
4. The percentage of all high school students who take at least one AP (or college equivalent) course and receive a "C" or better in that course will increase by 5% annually until 100% of all high school students take an AP (or college equivalent) course and receive a "C" or better in that course.
5. The percentage of all high school students who take at least one capstone CTE course and receive a "C" or better in that course will increase by 5% annually until 100% of all high school students take a capstone CTE course and receive a "C" or better in that course.
6. The percentage of all students in grade 11 who are deemed college ready, as determined by EAP, in ELA and math will increase by 5% annually until 100% of all students in grade 11 are deemed college ready in ELA and math.
7. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1% annually.

ACTUAL

1. (This data is always one year behind.) The district's cohort graduation rate in 2014-2015 was 88.5% and in 2015-2016 was 93.1%, showing an increase of 4.6%. There were mixed results with our subgroup data. From 2014-2015 to 2015-2016, the cohort graduation rate for our Hispanic/Latino subgroup increased 4.5%. Our Caucasian subgroup decreased 3.2%. Our English learner subgroup increased 3%, and our socioeconomically disadvantaged subgroup increased 2.3%. Our Special Education subgroup decreased 16%.
2. 45% of all graduates (from both LHS and PHS) met A-G requirements in 2014-2015. There was a 1.5% decrease, to 43.5%, of all graduates meeting A-G requirements in 2015-2016.
3. 53% of all AP students scored a 3 or better on AP Exams (in all AP courses) in the 2014-2015 school year. This percentage increased 9.7%, to 62.7%, in the 2015-2016 school year.
4. In fall of 2016, 86% of students who took an AP course received a "C" or better in that course.
5. Due to our student information system transition, this data is unavailable.
6. In the 2014-2015 school year, 16% of participating 11th graders were deemed college ready in ELA and 4% were deemed college ready in math, as determined by EAP. In 2015-2016, 36% of participating 11th graders were deemed college ready in ELA and 11% were deemed college ready in math, as determined by EAP. These results show a 20% gain in ELA and a 7% gain in math.
7. 2015-2016 will serve as a baseline year for this outcome. In 2015-2016, 5% of students in grade twelve (20 out of 400) qualified to receive the California State Seal of Biliteracy. In 2016-2017, 7% of students in grade twelve (29 out of 431) qualified to receive the California State Seal of Biliteracy, an increase of 2%.

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	ACTUAL
Actions/Services	3.1 - College Readiness (a) Site administration will work with educational services to rewrite the graduation requirements to align with A-G requirements to ensure that all students are college ready upon graduation from high school. (b) The AVID program will continue to be implemented and supported at all school sites. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. (d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support college readiness and credit toward an associates/bachelors degree. (e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP math and/or ERWC English.	3.1 - College Readiness (a) Site administration worked with educational services to rewrite the graduation requirements. These new requirements are more rigorous and will better prepare students for college and career. A draft of these requirements will be presented to the board for review and then approval. (b) The AVID program was implemented and supported at all secondary school sites. Additional sections were provided to secondary schools to allow for smaller class sizes in AVID. Additionally, the AVID Excel program was added at Glen Edwards Middle School, specifically targeting long-term English learners and insuring they are prepared for A-G coursework by ninth grade. (c) Additional counseling support was provided to ensure all students (with an emphasis on ELs, SED, and FY) received academic guidance and intervention to support college readiness, eligibility, and acceptance. (d) WPUSD continues to pursue dual/concurrent enrollment through ARC and Sierra College to support college readiness and credit toward an associates/bachelors degree. (e) Seniors not deemed college ready, as measured by the grade 11 EAP, were placed in EAP math and/or ERWC English.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Additional sections for AVID at secondary schools Supplemental $295,000 AVID Membership, Supplies & Professional Development Supplemental $55,000 Counselors Supplemental $327,909	Additional sections for AVID at secondary schools Supplemental $302,915 AVID Membership, Supplies & Professional Development Supplemental $35,000 Counselors Supplemental $347,878

Action 2

	PLANNED	ACTUAL
Actions/Services	3.2 - Career Readiness (a) Site administration will work with educational services to rewrite the graduation requirements to align with the provision that CTE may be taken in lieu of fine arts for A-G eligibility and to ensure that all students are career ready upon graduation from high school. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. (d) WPUSD will pursue dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) WPUSD's two CCPT Grants (one for Ag and the other for Engineering and Bio-medical) will continue to be implemented to support college and career readiness of students (see grant narrative for additional information). (f) WPUSD will continue to implement programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information).	3.2 - Career Readiness (a) Site administration worked with educational services to rewrite the graduation requirements. These new requirements are more rigorous and will better prepare students for college and career. A draft of these requirements will be presented to the board for review and then approval. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS continue to be fully implemented and supported. (c) Additional counseling support was provided to ensure all students (with an emphasis on ELs, SED, and FY) received career guidance and intervention to support career readiness and industry certification. (d) WPUSD continues to pursue dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. Many of the capstone CTE courses at LHS are articulated through ARC or Sierra College. (e) WPUSD's two CCPT Grants (one for Ag and the other for Engineering and Bio-medical) were implemented to support college and career readiness of students (see grant narrative for additional information). (f) WPUSD implemented programs and funding in accordance with their Carl D. Perkins Career Technical

	(g) WPUSD's two CTE Incentive Grants will be implemented to support career readiness of students (see grant narrative for additional information). (h) WPUSD's Agriculture Incentive Grant will continue to be implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).	Education Grant to support career readiness of students (see grant narrative for additional information). (g) WPUSD's two CTE Incentive Grants were implemented to support career readiness of students (see grant narrative for additional information). (h) WPUSD's Agriculture Incentive Grant was implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).
Expenditures	BUDGETED Counselors - see funding Goal 3, Action 3.1 (Page 46) CRANE CCPT Grant for Engineering and Bio-medical California Career Pathways Trust $60,000 WPUSD CCPT Grant for Ag California Career Pathways Trust $665,723 Carl D. Perkins Grant for CTE Carl D. Perkins Career and Technical Education $43,300 Career Technical Education Incentive Grant (15/16 Carryover funds to be added for use once amounts are known at year end close) Career Technical Education Incentive Grant (CTEIG) $181,409 Agriculture Incentive Grant Agriculture Incentive Grant $12,395	ESTIMATED ACTUAL Counselors - see funding Goal 3, Action 3.1 (Page _____) CRANE CCPT Grant for Engineering and Bio-medical California Career Pathways Trust $42,324 WPUSD CCPT Grant for Ag California Career Pathways Trust $3,329,907 Carl D. Perkins Grant for CTE Carl D. Perkins Career and Technical Education $35,995 Career Technical Education Incentive Grant (15/16 Carryover funds to be added for use once amounts are known at year end close) Career Technical Education Incentive Grant (CTEIG) $166,397 Agriculture Incentive Grant Agriculture Incentive Grant $11,062
Action 3		
Actions/Services	PLANNED 3.3 - Interventions (a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation. (b) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (c) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: paraprofessionals, intervention	ACTUAL 3.3 - Interventions (a) Summer school was provided for students not obtaining adequate grades/credits toward graduation. (b) Additional sections were provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (c) Intervention support staff were provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff included: paraprofessionals, intervention support providers, counselors,

	support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist.	psychologists, behaviorists, peer tutors, and mental health specialist.
Expenditures	BUDGETED See funding Goal 1, Action 1.4 (Page 15) Counselors - see funding Goal 3, Action 3.1 (Page 46) Summer School Supplemental $50,000 Online Credit Recovery Program Supplemental $15,000 Additional sections for online credit recovery Supplemental $112,325	ESTIMATED ACTUAL See funding Goal 1, Action 1.4 (Page ____) Counselors - see funding Goal 3, Action 3.1 (Page ____) Summer School Supplemental $50,000 Online Credit Recovery Program Supplemental $15,000 Additional sections for online credit recovery Supplemental $112,631
Action 4		
Actions/Services	PLANNED 3.4 - Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.	ACTUAL 3.4 - Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff were provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.
Expenditures	BUDGETED See funding Goal 1, Action 1.5 (Page 16)	ESTIMATED ACTUAL See funding Goal 1, Action 1.5 (Page ____)
Action 5		
Actions/Services	PLANNED 3.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	ACTUAL 3.5 - Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites developed and approved a plan (SPSA for Title I schools) that outlines how their supplemental funding was used to support Goal 3.
Expenditures	BUDGETED See funding Goal 1, Action 1.6 (Page 17)	ESTIMATED ACTUAL See funding Goal 1, Action 1.6 (Page ____)

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.	We implemented the actions/services as described in the LCAP. AVID was fully implemented at the three comprehensive secondary sites as intended. The College and Career Specialist facilitated the implementation of Naviance to support students in gaining college and career readiness. Counselors worked closely with students to update academic plans that encourage college and career readiness. Credit recovery and other intervention supports were provided to students to ensure progress toward college and career readiness. All CTE grants were implemented in alignment with the expectations of said grants to support the implementation and enhancement of the career pathways at LHS. Partnerships with Sierra College having been strengthened and regular, collaborative meetings are occurring. Teachers received various trainings to support them in providing effective instruction aligned with college and career readiness standards. We have yet to have approved and implement new requirements for graduation that better align with college and career readiness standards, but are excited with the progress we have made thus far. We look forward to presenting our draft changes to the board in the near future for a phase in implementation beginning with the freshman class of 2018-2019.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Much of our state data is not current, which makes it harder for us to assess our current effectiveness. However, the limited current data shows promise. We are seeing an increase in the number of students taking and passing AP courses/exams. Additionally, according to SBAC data, the percentage of students (in grade 11) who are deemed college ready is increasing in both ELA and math. Additionally, more students are earning the state seal of biliteracy, which is a testament to the improvements we are seeing in our EL and RFEP students in meeting academic proficiency in both English and their native language as well as to the improvements we are making in getting more students to take and pass AP courses/exams, which are used to help qualify some students for the state seal of biliteracy. Our most current data (a year behind) regarding cohort graduation rate shows an increase, which helps us to predict positive results for this year based on our actions/services. We feel strongly that continued focus on AVID, college and career counseling, credit recovery and other intervention services, enhancement of CTE pathways, and access to rigorous coursework that we will continue to see progress in meeting our goal of all students becoming college and career ready.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted expenditures and estimated actual expenditures were minimal. These changes are attributed to either over or underestimated costs for employee compensation, supplies, and/or service contracts.

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.	Minimal changes are being made to this goal. Our expected outcomes are being modified to better align with patterns of baseline data - making them more realistic - as well as the reporting methods of the new CA School Dashboard. We will continue to implement AVID, college and career counseling, credit recovery and other intervention services, and CTE pathways. Students will have access to rigorous coursework and graduation requirement will be changed and implemented to hold students to a higher standard.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4	All students will be safe and actively engaged at school.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. The district's (and individual schools') average daily attendance will increase by 0.2% annually until average daily attendance reaches 98% for the district and all school sites. 2. The district's truancy rate will decrease by 0.1% annually until 2% is obtained. 3. The district's cohort dropout rate will decrease by 0.2% annually until 0% is obtained. 4. The district's 8th grade dropout rate will be less than 1% annually. 5. Total suspendable incidents will be 250 or less annually. 6. Total expulsions will not exceed 1 annually.	1.The district's average daily attendance for the 2015-2016 school year was 96.2%. The was an increase of 0.4% from the 2014-2015 school year which was 95.8%. We do not yet know our 2016-2017 school year data - this will come after P2. 2. The district's truancy rate for the 2014-2015 school year was 8.9. This was an increase of 2.51 as compared to the rate in the 2013-2014 school year which was 6.39. 3. The district's cohort dropout rate for the 2014-2015 school year was 6.1%. This number increased by 0.3% in 2015-2016, resulting in a 6.4% cohort dropout rate. 4. The district's 8th grade dropout rate in 2015-2016 was 1.1% (6 out of 549). 5. The state measures suspensions by percentage, not incidents. The district's suspension rate in 2014-2015 (this data always runs one year behind) was 3.2%. 6. The state measures expulsions by percentage, not incidents. The district's expulsion rate in 2014-2015 (this data always runs one year behind) was 0.0%.

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	ACTUAL
Actions/Services	4.1 - Youth Development (a) Teachers, support staff, and administrators will continue to receive training in youth development. (b) School sites will continue to refine their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	4.1 - Youth Development (a) Teachers, support staff, and administrators continued to receive training in youth development. Additionally, 15 staff members were trained as youth development trainers. This provides us internal capacity to train and support moving forward without having to be reliant on the Youth Development Network. (b) School sites continue to refine their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports were provided to sites to ensure their success in implementing the youth development supports and opportunities.
Expenditures	BUDGETED Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 16)	ESTIMATED ACTUAL Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page ____)

Action 2

	PLANNED	ACTUAL
Actions/Services	4.2 - Positive Behavior & Mental Health (a) Select school sites will continue to receive training and support to implement the PBIS framework. (b) A mental health specialist will support schools and students in need of mental health support. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families.	4.2 - Positive Behavior & Mental Health (a) Select school sites continued to receive training and support to implement the PBIS framework. (b) A mental health specialist continued to support schools and students in need of mental health support. (c) A district resource officer supported school sites in preventing truancy and defiant behavior. The resource officer conducted home visits, implemented prevention programs to deter high risk behaviors, and provided intervention supports to at-risk students and their families.
Expenditures	BUDGETED	ESTIMATED ACTUAL

	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 16) Mental Health Specialist Supplemental $111,925 District Resource Officer Supplemental $125,000 Psychologists Mental Health Funds $228,000	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page ____) Mental Health Specialist Supplemental $108,807 District Resource Officer Supplemental $125,000 Psychologists Mental Health Funds $300,282
Action 3		
Actions/Services	PLANNED 4.3 - Love & Logic (a) Teachers, support staff, and administrators will continue to be provided Love & Logic training. (b) Elementary schools will ensure that the strategies of Love & Logic are being utilized in classrooms and throughout the schools. (c) Coaching and other supports will be provided to sites to ensure their success in implementing Love & Logic strategies.	ACTUAL 4.3 - Love & Logic (a) Some teachers, support staff, and administrators were provided Love & Logic training. (b) Elementary schools with trained staff ensured that the strategies of Love & Logic were utilized in classrooms and throughout their schools. (c) Coaching and other supports were provided to sites to ensure their success in implementing Love & Logic strategies.
Expenditures	BUDGETED Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 16)	ESTIMATED ACTUAL Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page ____)
Action 4		
Actions/Services	PLANNED 4.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	ACTUAL 4.5 - Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites developed and approved a plan (SPSA for Title I schools) that outlines how their supplemental funding was used to support Goal 4.
Expenditures	BUDGETED See funding Goal 1, Action 1.6 (Page 17)	ESTIMATED ACTUAL See funding Goal 1, Action 1.6 (Page ____)

Action 5

	PLANNED	ACTUAL
Actions/Services	4.6 - Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	4.6 - Transportation (a) Transportation was provided to unduplicated students at no charge to ensure they get to school daily.
Expenditures	BUDGETED Transportation Supplemental $59,000	ESTIMATED ACTUAL Transportation Supplemental $59,000

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 actions for goal #4 were implemented as noted in the LCAP. Youth Development training was provided and 15 staff were trained as trainers to ensure we have internal capacity to train and support staff in implementing the youth development framework as we continue to move forward. Our Mental Health Specialist supported all our schools implementing PBIS. Staff were provided training and coaching throughout the year to ensure effective implementation of the PBIS framework. Love & Logic training was minimal as need and interest were scarce. Transportation was provided for low-income and foster youth who needed it at no cost. School sites used site allocated funds to support student engagement/leadership programs; bucket fillers, recess rangers, K kids are just a few of the many activities supported with site funds.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Given that most of the data we have access to is more than a year behind, it is hard to gauge our effectiveness quantitatively. However, qualitatively is has been reported throughout the district that students are engaging more at school in various activities, etc. There are more students playing sports, joining clubs, and attending school sponsored events. We anticipate that as more data is released that measures the more current work we have done to improve student safety and engagement that it will show improvements. We are strongly committed to youth development and will be further implementing the framework in future years.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted expenditures and estimated actual expenditures were minimal. These changes are attributed to either over or underestimated costs for employee compensation, supplies, and/or service contracts.

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.	Minimal changes are being made to this goal. Our expected outcomes are being modified to better align with patterns of baseline data - making them more realistic - as well as the reporting methods of the new CA School Dashboard. We will continue to implement youth development and PBIS. Additionally, we will subsidize transportation costs for unduplicated pupils that need it. We will be taking out Love & Logic as an action, but may still offer limited training as needed. We are adding MTSS to this goal as it is clear that it is an area we need to focus on as a district. We need better, more systemic supports for students when they are struggling academically and//or social emotionally.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 5	All students will receive instruction in up-to-date and well-maintained environments.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. All students will have access to standards-aligned instructional materials. 2. All school facilities will receive adequate (in good repair) rating, as measured by FIT. 3. Improvements to technology, in accordance with the district standard for technology in schools and classrooms, will be made in order of priority. 4. Improvements to technology and facilities, in accordance with the Measure A school bond, will be made to Lincoln High School.	1. All students have access to standards-aligned instructional materials. 2. All school facilities have adequate (in good repair) ratings, as measured by FIT. 3. The district is working to update/redefine the district standard for technology as the current standard is outdated. However, technology improvements have been made throughout the district. 4. Phase I of construction is fully underway at Lincoln High School, in accordance with the Measure A school bond. Phase I, upon completion, will result in five classrooms, a computer lab, three counselor offices, restrooms, and expansion/improvements to the quad and front entrance.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL
	5.1 - Technology	5.1 - Technology

	(a) A district standard for technology in schools and classrooms will be developed. (b) A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed. (c) Technologies will be updated, replaced, or added in order of priority.	(a) A district standard for technology in schools and classrooms continues to be developed. (b) A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard continues to be developed. (c) Technologies continue to be updated, replaced, or added in order of priority.
Expenditures	BUDGETED Technology Budget - Computer Replacement Base $300,000	ESTIMATED ACTUAL Technology Budget - Computer Replacement Base $299,323
Action 2		
Actions/Services	PLANNED 5.2 - Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.	ACTUAL 5.2 - Maintenance (a) School facilities and grounds are well maintained and improvement needs continue to be assessed. Improvements have been made in order of priority.
Expenditures	BUDGETED Routine Repair & Maintenance Program Base $1,878,000 Maintenance, Operations & Custodial Services Program Base $1,623,000	ESTIMATED ACTUAL Routine Repair & Maintenance Program Base $1,877,778 Maintenance, Operations & Custodial Services Program Base $1,600,925
Action 3		
Actions/Services	PLANNED 5.3 - Measure A School Bond (a) Improvements to technology and facilities at LHS will be made in accordance with the Measure A Bond.	ACTUAL 5.3 - Measure A School Bond (a) Improvements to technology and facilities at LHS continue to be made in accordance with the Measure A Bond.
Expenditures	BUDGETED Measure A Bond ($60 million bond, $10 million to LHS) - Fund 21/25 Other $10,000,000	ESTIMATED ACTUAL Measure A Bond ($60 million bond, $10 million to LHS) - Fund 21/25 Other $12,584,243
Action 4		

	PLANNED	ACTUAL
Actions/Services	5.4 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	5.4 - Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites developed and approved a plan (SPSA for Title I schools) that outlines how their supplemental funding was used to support Goal 5.
Expenditures	BUDGETED See funding Goal 1, Action 1.6 (Page 17)	ESTIMATED ACTUAL See funding Goal 1, Action 1.6 (Page ____)

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.	We implemented the actions/services as indicated in the LCAP. We made significant improvements to technology and facilities. Below is a summary of actions taken during the 2016-2017 school year in accordance with LCAP. Passed Measure N School Bond to build a new elementary school in Lincoln Crossing South and to renovate Glen Edwards Middle School Purchased two new buses for special education transportation Added one grounds worker to the M&O staff Maintenance projects: Replaced roofing at COES, LHS, GEMS and FSS Repaired existing roofing at SES, TBES and CCC Painted COES and SES Replaced or repaired HVAC at GEMS, TBMS, TBE and LHS Added fencing at TBMS and CCC Replaced intercom and phone systems at CCC and SES Replaced or repaired alarm/fire systems at FSS, COES, TBES, FRES, GEMS and PHS Replaced theater drape at LHS Replaced various grounds equipment Completed various ADA work throughout the district Replaced fiber run at LHS Upgraded electrical (in machine shop and computer lab) at LHS Re-carpeted classrooms throughout the district Replaced computers in labs throughout the district; approximately 300 PCs and 400 Chromebooks/boxes Upgraded wiring in two computer labs at LHS Replaced LCD projectors throughout the district; 45 newly mounted and 50 replaced

	Upgraded district server and battery Enhanced wireless access points; upgraded existing and added approximately 100 more access points Replaced Document Cameras throughout the district; 30 replaced Added Interactive Whiteboards; new ones added at CCC and in the Zebra Room at the District Office Upgraded Clocks/bells and paging software at LHS Migrated to new Student Information System (SIS); AERIES was replaced with PowerSchool
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our schools are in better repair and technologies have been updated throughout the district. The facilities, maintenance and technology departments have worked hard to prioritize needs and support schools in enhancing their environments and technologies.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted expenditures and estimated actual expenditures were minimal. These changes are attributed to either over or underestimated costs for employee compensation, supplies, and/or service contracts.
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.	Minimal changes are being made. We have updated our expected outcomes to reflect where we are at with regard to technology - we need to establish a district standard. We are also eliminating contributions to deferred maintenance because of budgetary constraints. Lastly, we are adding actions related to the approval of our Measure N School Bond to improve GEMS and build a new elementary school in the Lincoln Crossing area.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 6	All parents will be actively engaged in their child's learning and school community.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. The comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be developed and board approved. 2. Through parent surveys and other means, baseline data of parent involvement will be collected for each of the 6 types of parent involvement. 3. Parents' regular use of Schoology and/or PowerSchool will increase by 5% annually until 100% of all parents are regularly using Schoology and/or PowerSchool.	1. A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, is in the initial stages of development. The plan will be finalized and proposed for board approval by the fall of 2017. 2. A system for collecting data regarding parent involvement has not yet been developed. 3. Schoology is our learning management system for secondary schools. Parents have visited the Schoology site 66,098 times since August 1, 2016, viewing 420,680 pages. JupiterEd has only been in use since mid-October at our elementary schools, so we are unable to compare last year's usage statistics to this year's usage statistics. This school year, 292 families have logged in to JupiterEd, averaging one login per week. JupiterEd is utilized more heavily at the intermediate grades.

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	ACTUAL
Actions/Services	6.1 - Parent Education	6.1 - Parent Education

	(a) A comprehensive district parent involvement plan, including tenets for parent education, will be developed. (b) A system for collecting data around parent education will be developed. (c) Parent education will be provided through continuing education and other avenues. (d) data regarding parent education will be collected. (e) Bilingual parent/school/community liaisons will be hired to support improvements in parent education. Parents of unduplicated students will be the target audience.	(a) A comprehensive district parent involvement plan, including tenets for parent education, is still in development. (b) A system for collecting data around parent education has not yet been developed. (c) Parent education was provided through continuing education classes, Latino Literacy programs, and other avenues. (d) Data regarding parent education has not yet been collected. (e) Bilingual parent/school/community liaisons were hired to support improvements in parent education. Parents of unduplicated students continue to be the target audience.
Expenditures	BUDGETED Parent/Continuing Education Title I $10,000 Parent/School/Community Liaisons (3.0 FTE) Supplemental $180,000	ESTIMATED ACTUAL Parent/Continuing Education Title I $10,000 Parent/School/Community Liaisons (3.0 FTE) Supplemental $180,000
Action 2		
Actions/Services	PLANNED 6.2 - Two-way Communication (a) A comprehensive district parent involvement plan, including tenets for two-way communication, will be developed. (b) A system for collecting data around all two-way communication will be developed. (c) Schoology/Turnitin at the secondary schools and PowerSchool at the elementary schools will be provided to support parents in accessing student learning information online and in communicating with teachers and administration. (d) Data regarding parent use of Schoology and/or PowerSchool will be collected.	ACTUAL 6.2 - Two-way Communication (a) A comprehensive district parent involvement plan, including tenets for parent education, is still in development. (b) A system for collecting data around all two-way communication has not yet been developed. (c) Schoology/Turnitin at the secondary schools and JupiterEd at the elementary schools supports parents in accessing student learning information online and in communicating with teachers and administration. (d) Data regarding parent use of Schoology and JupiterEd has been collected.

	(e) Bilingual parent/school/community liaisons will be hired to support improvements in two-way communication. Parents of unduplicated students will be the target audience.	(e) Bilingual parent/school/community liaisons were hired to support improvements in two-way communication. Parents of unduplicated students continue to be the target audience.
Expenditures	BUDGETED Schoology/Turnitin Supplemental $30,000 Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)	ESTIMATED ACTUAL Schoology/Turnitin Supplemental $35,085 Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page ____)
Action 3		
Actions/Services	PLANNED 6.3 - Parent Volunteers (a) A comprehensive district parent involvement plan, including tenets for parent volunteers, will be developed. (b) A system for collecting data around parent volunteers will be developed. (c) Schools will solicit parent volunteers to support student learning and school projects. (d) Bilingual parent/school/community liaisons will be hired to enhance the number of parent volunteers.	ACTUAL 6.3 - Parent Volunteers (a) A comprehensive district parent involvement plan, including tenets for parent volunteers, is still in development. (b) A system for collecting data around parent volunteers has not yet been developed. (c) Schools continue to solicit parent volunteers to support student learning and school projects. (d) Bilingual parent/school/community liaisons were hired to enhance the number of parent volunteers.
Expenditures	BUDGETED Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)	ESTIMATED ACTUAL Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page ____)
Action 4		
Actions/Services	PLANNED 6.4 - Learning at Home (a) A comprehensive district parent involvement plan, including tenets for learning at home, will be developed. (b) A system for collecting data around learning at home will be developed.	ACTUAL 6.4 - Learning at Home (a) A comprehensive district parent involvement plan, including tenets for learning at home, is still in development. (b) A system for collecting data around learning at home has not yet been developed.

	(c) Teachers will utilize Schoology/Turnitin/PowerSchool to promote learning at home. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will be hired to support improvements in learning at home. Parents of unduplicated students will be the target audience.	(c) Teachers utilize Schoology/Turnitin/JupitedEd to promote learning at home. Additionally, they continue to provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons were hired to support improvements in learning at home. Parents of unduplicated students continue to be the target audience.
Expenditures	BUDGETED Schoology/Turnitin - See funding Goal 6, Action 6.2 (Page 68) Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)	ESTIMATED ACTUAL Schoology/Turnitin - See funding Goal 6, Action 6.2 (Page ____) Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page ____)
Action 5		
Actions/Services	PLANNED 6.5 - Collaborative Decision Making (a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, will be developed. (b) A system for collecting data around collaborative decision making will be developed. (c) District and site administrators will actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc. (d) Bilingual parent/school/community liaisons will be hired to support improvements in collaborative decision making. Parents of unduplicated students will be the target audience.	ACTUAL 6.5 - Collaborative Decision Making (a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, is still in development. (b) A system for collecting data around collaborative decision making has not yet been developed. (c) District and site administrators continue to actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc. (d) Bilingual parent/school/community liaisons were hired to support improvements in collaborative decision making. Parents of unduplicated students continue to be the target audience.
Expenditures	BUDGETED Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)	ESTIMATED ACTUAL Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page ____)
Action 6		
Actions/Services	PLANNED 6.6 - Community Involvement	ACTUAL 6.6 - Community Involvement

	(a) A comprehensive district parent involvement plan, including tenets for community involvement, will be developed. (b) A system for collecting data around community involvement will be developed. (c) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success. (d) Bilingual parent/school/community liaisons will be hired to enhance community relationships and thus involvement.	(a) A comprehensive district parent involvement plan, including tenets for community involvement, is still in development. (b) A system for collecting data around community involvement has yet to be developed. (c) District and site administrators actively seek out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success. (d) Bilingual parent/school/community liaisons were hired to enhance community relationships and thus involvement.
Expenditures	BUDGETED Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)	ESTIMATED ACTUAL Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page ____)
Action 7		
Actions/Services	PLANNED 6.7 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	ACTUAL 6.7 - Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites developed and approved a plan (SPSA for Title I schools) that outlined how their supplemental funding was used to support Goal 6.
Expenditures	BUDGETED See funding Goal 1, Action 1.6 (Page 17) Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)	ESTIMATED ACTUAL See funding Goal 1, Action 1.6 (Page ____) Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page ____)

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 hired three full-time parent/school/community liaisons to assist families in navigating our educational system. These liaisons worked closely with unduplicated pupils' families (English Learner families, in particular) to ensure they were equipped with the skills to effectively support their children's academic experiences. They also worked closely with other district staff to ensure appropriate resources and supports were provided to students and families. The district also offered three continuing education classes for parents throughout the school year: GED Preparation, English as a Second Language (ESL), and Computer Literacy. Approximately 50-60 parents participated. Additionally, our parent/school/community liaisons offered Latino Literacy classes for Spanish-speaking parents of elementary and middle school students; Latino Literacy is a research-proven reading and language acquisition program that establishes family reading routines, utilizing children's books printed in both English and Spanish. Approximately 25-30 parents participated in the Latino Literacy classes. Large volumes of parents utilized our online systems (i.e. - Schoology, JupiterEd) to communicate with their students' teachers and learn about school events; those systems were more regularly accessed by 4th through 12th grade parents. All schools' websites and the district's website were revamped to improve usability and to make information more accessible to mobile devices. While we have begun developing a strategic plan that focuses on increasing parent engagement, it is not yet complete.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The addition of three parent/school/community liaisons has had the most significant impact this school year. The increased ability to communicate at all school sites has greatly improved parents' engagement and participation at our schools. With regard to the liaisons, feedback from parents has been extremely positive. Members of DAC/DELAC committee members continually mention that they feel more welcome and more a part of their school communities than they have in years past. We would like to increase parent participation on our online systems and in our continuing education classes. Additionally, we would like to increase attendance at our quarterly parent stakeholder meetings (DAC/DELAC) to insure that a wide variety of parents' voices are being heard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was minimal difference between what we budgeted and our estimated actuals. The differences were a result of either over or under budgeting for employee or service contract costs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The goal moving forward is not changing. The metrics were adjusted to better align with our ability to collect and analyze data and our current realities around parent engagement. Furthermore, the actions and services are roughly the same with the exception of cosmetic changes, which were made to simplify and streamline in alignment with the metrics.

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

LCAP Presentations to Board of Trustees - February 7, 2017; April 18, 2017

Information regarding the process being used by WPUSD to engage stakeholders and to update and revise the LCAP was shared with the Board. Additionally, information regarding the annual update and resulting proposed actions and annual measurable objectives for 2017-2020 was also shared.

LCAP Committee Meetings - October 20, 2016; November 17, 2016; January 19, 2017; March 16, 2017; April 20, 2017; May 18, 2017

The LCAP Committee consisting of representatives from classified and certificated administration and classified and certificated associations met monthly to participate in activities around the data, the 8 state priorities, and the LCAP goals and actions to provide input for the annual update and resulting revised 2017-2020 LCAP actions and annual measurable objectives. The draft of the 2017-2020 LCAP was then shared with the Committee, which showed alignment with the input gathered from the group at previous input meetings, and further input was solicited.

DELAC/DAC Meetings - October 20, 2016; December 1, 2016; April 27, 2017; May 25, 2017

DELAC/DAC Parent Committee was asked for input regarding the actions they would like to see related to the 8 state priorities and related LCAP goals. The preliminary draft of the LCAP was then shared with the DELAC/DAC Committee, which showed alignment with the input gathered from the group at previous input meetings, and further input was solicited. English learner high school students were present during these DELAC/DAC meetings and also provided input.

Admin PLC Meetings - September 12, 2016; October 28, 2016; January 17, 2017; February 24, 2017; April 3, 2017; May 8, 2017

The school site administration met with district administration during monthly Admin PLC meetings to provide information for the annual update and input for the next steps and needs related to the LCAP goals, annual measurable objectives, and actions. Site administrator input was reflective of input they solicited from staff, students, and parents at their respective school sites.

Public Hearing and LCAP Draft to Board of Trustees - June 6, 2017

Opportunity for Public Comment - May through June 2017

Final Approval of LCAP - Board of Trustees - June 20, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

The Board gave their input on the process being used to engage stakeholders and to update the LCAP for 2017-2020.

1. The LCAP Committee supported the District in reviewing/analyzing the 2016-2017 actual measurable outcomes as compared to what was expected.
2. The LCAP Committee reviewed the 2016-2017 actions implemented and provided input as to their effectiveness.
3. The LCAP Committee gave input into the development of expected measurable outcomes for 2017-2020.
4. The LCAP Committee provided input regarding programs/actions/staffing they would like implemented (or refined/enhanced) to support attainment of the expected measurable outcomes.

The committee supported the District's perspective that due to the infancy of our data and our ability to adequately compare data over time that we cannot with confidence determine what programs/actions/staffing are having positive or negative impact on student achievement. Given this, it was concluded that we should continue to fund programs/actions/ staffing with only minor tweaks. Furthermore, there was much discussion regarding the work we must do to thoroughly analyze our programs/actions/staffing to their determine effectiveness.

The DAC/DELAC Committee provided considerable feedback about both the effectiveness of current programs and the need to expand/add programs to benefit our students. They also provided input for the LCAP Annual Update and feedback related to changes in the 2017-2018 LCAP. The DAC/DELAC Committee reviewed the final LCAP before it was presented to the Board of Trustees for approval.

The DAC/DELAC committee feels strongly that the targeted after school tutoring program needs to be grown; they have seen a direct positive impact on their their own children's academic achievement. The committee does, however, request more tutors and more hours when the budget allows. The committee also feels strongly about the AVID program. In the past, they advocated for the growth of AVID programs at our secondary schools (which happened). This year, they advocated for the addition of AVID at all of our elementary schools. Due to financial constraints, we will be implementing AVID Elementary at three of our seven elementary sites next year. Our DAC/DELAC Committee is most thankful for the addition of our three parent/school/community liaisons. The increased ability to communicate at all school sites has greatly improved parents' engagement and participation at our schools. Committee members mentioned that they feel more welcome and more a part of their school communities than they have in years past.

The DAC/DELAC Committee also spent time providing us with specific requests and ideas related to our new summer transition programs at the middle schools and high school. A comprehensive list of those requests and ideas were shared with site administrators to assist in the planning process.

Site administration provided input and data regarding the successes and struggles in the 2016-2017 actions relative to the goals. Discussions concluded with them establishing three major focus areas and corresponding non-negotiables for their work for the 2017-2018 school: data-driven dialogue and decision making, MTSS (Tier I - effective first instruction), and English Learners. As a result, administrators will be provided targeted professional development around facilitating data-driven decision making, monitoring and supporting effective instruction, and integrated and designated ELD. In addition to the aforementioned, elementary and middle school administration expressed a need for more effective ways to comprehensively diagnosis strengths and weaknesses in students' learning. This resulted in the District committing to purchasing I-Ready Diagnostics for use in the 2017-2018 school year.

The public hearing was held and one comment from a WPUSD certificated employee was heard.

The LCAP was posted on the main page of the district website with a link to the Superintendent's email; no comments were received.

The board approved the LCAP.

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.

☐ New ☐ Modified ☒ Unchanged

Goal 1

All students will meet or exceed grade level standards in core academic areas.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

While we did see a 2% increase in our SBAC math scores, our overall math achievement levels continue to be some of the lowest in the county. Additionally, both our English Learner and students with disabilities subgroups continue to show significant achievement gaps in both English and math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. District SBAC Data for English Language and Mathematics	Our current "Average Distance from Level 3" for ELA is 7.2 points above Level 3. Our current "Average Distance from Level 3" for Math is 14.5 points below Level 3.	1. The district's change in "Average Distance from Level 3" will increase by at least 10 points, for all students and significant subgroups, in English Language Arts and Mathematics.	1. The district's change in "Average Distance from Level 3" will increase by at least 10 points, for all students and significant subgroups, in English Language Arts and Mathematics.	1. The district's change in "Average Distance from Level 3" will increase by at least 10 points, for all students and significant subgroups, in English Language Arts and Mathematics.
2. District Benchmark Assessment Data for English Language Arts and Mathematics	There is no baseline. The baseline data will be established in 2017-2018.	2. As this is a baseline year for benchmark data, 60% of all students in grades 2-11 will meet or exceed standard as measured by both district benchmarks in English Language Arts. 50% of all students in grades 2-11 will meet or exceed standard as measured by both district benchmarks in Mathematics.	2. The percentage of of students in grades 2-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts will increase by 5%.	2. The percentage of of students in grades 2-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts will increase by 5%.
3. Student Grades	The percentage of secondary students meeting or exceeding	3. At least 75% of all secondary students will meet or exceed	3. At least 80% of all secondary students will meet or exceed	3. At least 85% of all secondary students will meet or exceed

	"C" or better in core areas were as follows: • English: 84% • Science: 74% • Math: 77% • History: 71%	standards ("C" or better) in all core areas, as measured by semester report card grades.	standards ("C" or better) in all core areas, as measured by semester report card grades.	standards ("C" or better) in all core areas, as measured by semester report card grades.
4. Students Receiving Special Education Services	12.3% of students received Special Education services in 2016-2017.	4. The percentage of all students receiving special education services will decrease by 0.5% or be 9% or less.	4. The percentage of all students receiving special education services will decrease by 0.5% or be 9% or less.	4. The percentage of all students receiving special education services will decrease by 0.5% or be 9% or less.
5. Highly Qualified Teachers	All teachers assigned for the 2016-2017 school year were highly qualified and appropriately credentialed for their teaching assignment(s).	5. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).	5. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).	5. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).

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 ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1.1 - Core Curriculum & Resources (a) English language arts action teams will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Grade TK-5 teachers will implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers will pilot and adopt new materials for ELA. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements. (b) Math action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards. (d) Social Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for social science (grades 6-12) that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they will continue to identify and purchase instructional	1.1 - Core Curriculum & Resources (a) English language arts action teams will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Grade TK-5 teachers will continue to implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers will implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements. (b) Math action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards. (d) Social Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for social science (grades 6-12) that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they	1.1 - Core Curriculum & Resources (a) English language arts action teams will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Additionally, they will evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards. (b) Math action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards. (d) Social Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for social science (grades 6-12) that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards. (e) Intervention resources for students not making progress toward meeting standard in core areas will be

2017-18	2018-19	2019-20
materials/resources needed to ensure students meet or exceed grade level standards. (e) Intervention resources for students not making progress toward meeting standard in core areas will be provided. The focus of intervention will primarily be on improving achievement in literacy and math. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards. (e) Intervention resources for students not making progress toward meeting standard in core areas will be provided. The focus of intervention will primarily be on improving achievement in literacy and math. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	provided. The focus of intervention will primarily be on improving achievement in literacy and math. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$67,565	Amount	$68,916	Amount	$70,295
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Assistant Superintendent of Educational Services	Budget Reference	Assistant Superintendent of Educational Services	Budget Reference	Assistant Superintendent of Educational Services
Amount	$73,438	Amount	$74,907	Amount	$76,405
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Director of Educational Services	Budget Reference	Director of Educational Services	Budget Reference	Director of Educational Services
Amount	$28,909	Amount	$29,487	Amount	$30,077
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Administrative Assistant for Educational Services	Budget Reference	Administrative Assistant for Educational Services	Budget Reference	Administrative Assistant for Educational Services
Amount	$300,000	Amount	$300,000	Amount	$300,000
Source	Base	Source	Base	Source	Base
Budget Reference	Instructional Materials - IMF	Budget Reference	Instructional Materials - IMF	Budget Reference	Instructional Materials - IMF

Amount	$162,925	Amount	$162,925	Amount	$162,925
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Instructional Materials - Teacher Lottery Allocation	Budget Reference	Instructional Materials - Teacher Lottery Allocation	Budget Reference	Instructional Materials - Teacher Lottery Allocation
Amount	$266,049	Amount	$266,049	Amount	$266,049
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Instructional Materials - Restricted Lottery	Budget Reference	Instructional Materials - Restricted Lottery	Budget Reference	Instructional Materials - Restricted Lottery

Action 2

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.2 - Effective First Instruction	1.2 - Effective First Instruction	1.2 - Effective First Instruction

(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) Administrators will receive professional development and coaching around effective first instruction; they will work to define what it is and how to effectively observe and provide feedback to support teachers in improving their instructional practices.

(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school.

(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) Administrators will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices.

(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school.

(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) Administrators will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices.

(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school.

(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

BUDGETED EXPENDITURES

2017-18

Amount	$27,507,341
Source	Base
Budget Reference	Teachers
Amount	$2,505,978
Source	Base
Budget Reference	Site Administrators

2018-19

Amount	$27,919,951
Source	Base
Budget Reference	Teachers
Amount	$2,543,568
Source	Base
Budget Reference	Site Administrators

2019-20

Amount	$28,338,750
Source	Base
Budget Reference	Teachers
Amount	$2,581,722
Source	Base
Budget Reference	Site Administrators

Action 3

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.3 - Progress Monitoring (a) Teachers will administer two district benchmark assessments in ELA and mathematics to students in grades 2-11. (b) Teachers will administer three diagnostic assessments in ELA and mathematics to students in grades K-8. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month)	1.3 - Progress Monitoring (a) Teachers will administer two district benchmark assessments in ELA and mathematics to students in grades 2-11. (b) Teachers will administer three diagnostic assessments in ELA and mathematics to students in grades K-8. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month)	1.3 - Progress Monitoring (a) Teachers will administer two district benchmark assessments in ELA and mathematics to students in grades 2-11. (b) Teachers will administer three diagnostic assessments in ELA and mathematics to students in grades K-8. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month)

2017-18	2018-19	2019-20
to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$31,126	Amount	$31,749	Amount	$32,383
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Coordinator of Homeless & Foster Youth Services	Budget Reference	Coordinator of Homeless & Foster Youth Services	Budget Reference	Coordinator of Homeless & Foster Youth Services
Amount	$8,465	Amount	$8,634	Amount	$8,807
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Administrative Assistant for Homeless & Foster Youth Services	Budget Reference	Administrative Assistant for Homeless & Foster Youth Services	Budget Reference	Administrative Assistant for Homeless & Foster Youth Services
Amount	$77,443	Amount	$78,991	Amount	$80,571
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Director of Supplemental Programs & Accountability	Budget Reference	Director of Supplemental Programs & Accountability	Budget Reference	Director of Supplemental Programs & Accountability
Amount	$81,661	Amount	$83,294	Amount	$84,960
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Administrative Assistant for Supplemental Programs & Accountability	Budget Reference	Administrative Assistant for Supplemental Programs & Accountability	Budget Reference	Administrative Assistant for Supplemental Programs & Accountability

Amount	$44,850	Amount	$44,850	Amount	$44,850
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Illuminate Online Assessment & Analytics System	Budget Reference	Illuminate Online Assessment & Analytics System	Budget Reference	Illuminate Online Assessment & Analytics System

Action 4

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and	1.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and	1.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and

minutes, PowerSchool, Illuminate, I-Ready, and other relevant artifacts.

(b) A district MTSS team will be established to develop a comprehensive MTSS plan to be implemented district-wide.

(c) Intervention support staff will be provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists.

(d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets.

(e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. Unduplicated students will be the target population for these programs.

(f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students will be the target population for tutoring.

(g) Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning for students needing additional time to meet learning targets. Unduplicated students will be the target population for these programs.

minutes, PowerSchool, Illuminate, I-Ready, and other relevant artifacts.

(b) The district MTSS team will support site administrators and leadership teams in implementing the comprehensive MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions will be provided.

(c) Intervention support staff will be provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists.

(d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets.

(e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. Unduplicated students will be the target population for these programs.

(f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students will be the target population for tutoring.

(g) Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning for students needing additional time to meet learning targets. Unduplicated students will be the target population for these programs.

minutes, PowerSchool, Illuminate, I-Ready, and other relevant artifacts.

(b) The district MTSS team will support site administrators and leadership teams in implementing the comprehensive MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions will be provided.

(c) Intervention support staff will be provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists.

(d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets.

(e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. Unduplicated students will be the target population for these programs.

(f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students will be the target population for tutoring.

(g) Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning for students needing additional time to meet learning targets. Unduplicated students will be the target population for these programs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$277,222	Amount	$281,380	Amount	285,600
Source	Base	Source	Base	Source	Base

Budget Reference	Program Specialists	Budget Reference	Program Specialists	Budget Reference	Program Specialists
Amount	$432,463	Amount	$441,112	Amount	$449,934
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Intervention Support Staff & Resources	Budget Reference	Intervention Support Staff & Resources	Budget Reference	Intervention Support Staff & Resources
Amount	$225,040	Amount	$228,416	Amount	$231,842
Source	Base	Source	Base	Source	Base
Budget Reference	Paraprofessionals	Budget Reference	Paraprofessionals	Budget Reference	Paraprofessionals
Amount	$623,825	Amount	$633,182	Amount	$642,680
Source	Base	Source	Base	Source	Base
Budget Reference	Psychologists	Budget Reference	Psychologists	Budget Reference	Psychologists
Amount	$351,582	Amount	$356,856	Amount	$362,209
Source	Base	Source	Base	Source	Base
Budget Reference	Counselors	Budget Reference	Counselors	Budget Reference	Counselors
Amount	$45,000	Amount	$45,000	Amount	$45,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Summer Transition Programs	Budget Reference	Summer Transition Programs	Budget Reference	Summer Transition Programs
Amount	$85,000	Amount	$85,000	Amount	$85,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Targeted Tutoring Program	Budget Reference	Targeted Tutoring Program	Budget Reference	Targeted Tutoring Program
Amount	$45,000	Amount	$75,000	Amount	$75,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Summer Bridge Programs	Budget Reference	Summer Bridge Programs	Budget Reference	Summer Bridge Programs

Action 5

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1.5 - Professional Development & Collaboration (a) All secondary math teachers will be provided ongoing coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) General education and special education teachers at the secondary levels will receive ongoing support in co-teaching to support in providing more inclusive learning for special education students.	1.5 - Professional Development & Collaboration (a) All secondary math teachers will be provided ongoing coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) General education and special education teachers at the secondary levels will receive ongoing support in co-teaching to support in providing more inclusive learning for special education students.	1.5 - Professional Development & Collaboration (a) All secondary math teachers will be provided ongoing coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) General education and special education teachers at the secondary levels will receive ongoing support in co-teaching to support in providing more inclusive learning for special education students.

(d) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports.

(e) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards.

(f) Administration and site leadership teams will be provided ongoing support to ensure effective implementation of PLCs throughout the district. Specifically in 2017-2018, support will be focused on ensuing data-driven decision making and effective first instruction.

(g) Action teams will meet throughout the year to refine unit maps, instructional guides and assessments and to discuss best instructional practices to ensure all students meet or exceed grade level standards.

(g) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.

(h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.

(d) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports.

(e) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards.

(f) Administration and site leadership teams will be provided ongoing support to ensure effective implementation of PLCs throughout the district. Specifically in 2018-2019, support will be focused on district-wide implementation of MTSS Tier II and III interventions.

(g) Action teams will meet throughout the year to refine unit maps, instructional guides and assessments and to discuss best instructional practices to ensure all students meet or exceed grade level standards.

(g) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.

(h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.

(d) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports.

(e) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards.

(f) Administration and site leadership teams will be provided ongoing support to ensure effective implementation of PLCs throughout the district.

(g) Action teams will meet throughout the year to refine unit maps, instructional guides and assessments and to discuss best instructional practices to ensure all students meet or exceed grade level standards.

(g) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.

(h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.

BUDGETED EXPENDITURES

2017-18

Amount	$268,137
Source	Supplemental
Budget Reference	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals)
Amount	$67,410

2018-19

Amount	$140,823
Source	Supplemental
Budget Reference	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals)
Amount	$68,758

2019-20

Amount	$193,087
Source	Supplemental
Budget Reference	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals)
Amount	$70,133

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Math TOSA	Budget Reference	Math TOSA	Budget Reference	Math TOSA
Amount	$66,717	Amount	$68,051	Amount	$69,412
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	ELA/Literacy TOSA	Budget Reference	ELA/Literacy TOSA	Budget Reference	ELA/Literacy TOSA
Amount	$56,008	Amount	$118,534	Amount	$120,905
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	STEM/CTE TOSA	Budget Reference	STEM/CTE TOSA	Budget Reference	STEM/CTE TOSA
Amount	$0	Amount	$40,000	Amount	$40,000
Source	Educator Effectiveness Fund (EEF)	Source	Title II	Source	Title II
Budget Reference	New Teacher Induction Program (EEF carryover will be used if available)	Budget Reference	New Teacher Induction Program	Budget Reference	New Teacher Induction Program

Action 6

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.	1.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.	1.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$163,541	Amount	$163,541	Amount	$163,541
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	School Site Allocations (Total Amount to Support All Goals)	Budget Reference	School Site Allocations (Total Amount to Support All Goals)	Budget Reference	School Site Allocations (Total Amount to Support All Goals)
Amount	$410,455	Amount	$410,455	Amount	$410,455
Source	Base	Source	Base	Source	Base
Budget Reference	School Site Allocations (Total Amount to Support All Goals)	Budget Reference	School Site Allocations (Total Amount to Support All Goals)	Budget Reference	School Site Allocations (Total Amount to Support All Goals)

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.

☐ New ☐ Modified ☒ Unchanged

Goal 2

All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Overall, there were gains in English Learner student achievement in English and Math. In 2015-2016, both our English Learners and our reclassified students increased significantly (a distance from level 3 gain of 20.5 points and 25.3 points, respectively) on the English SBAC test. They also showed increases (a distance from level 3 gain of 21.3 and 9.8 points, respectively) on the Math SBAC test. Additionally, our English Learner graduation rate increased 11.8% for the Class of 2016. That being said, our English Learners still academically underperform compared to all students. There is a 46-point difference in our English Learners' Average Distance from Level 3 in English and a 44-point difference in Math compared to all students. We have to continue working on closing the achievement gap.

We have also identified that our suspension rate for English Learners is disproportionate to our overall suspension rate. This is an additional area of focus for us in 2017-2018.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Language acquisition of English Learners	This data is always one year behind. 56.5% of English Learners progressed at least one language proficiency level in 2015-2016.	1. 100% of English Learners will take the ELPAC to support the accuracy of the District's baseline data.	1. The percentage of English Learners progressing at least one language proficiency level, as measured by ELPAC, will increase 5%.	1. The percentage of English Learners progressing at least one language proficiency level, as measured by ELPAC, will increase 5%.
2. Reclassification of English Learners	20.6% (135 of 653) of our English Learners were reclassified in the spring of 2017.	2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%.	2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%.	2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%.

3. Progress of RFEP students	There is no baseline. The baseline data will be established in 2017-2018.	3. 75% of students reclassified as fluent English proficient between 2014 and 2017 will demonstrate "satisfactory progress" as measured by the district's RFEP Monitoring Process.	3. 80% of students reclassified as fluent English proficient between 2015 and 2018 will demonstrate "satisfactory progress" as measured by the district's RFEP Monitoring Process.	3. 85% of students reclassified as fluent English proficient between 2016 and 2019 will demonstrate "satisfactory progress" as measured by the district's RFEP Monitoring Process.
4. Integrated and Designated ELD	All English Learners received integrated and designated ELD.	4. All English Learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.	4. All English Learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.	4. All English Learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.

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: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

2.1 - Core Curriculum & Resources

(a) English language arts action teams will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Grade TK-5 teachers will implement newly adopted instructional materials (program 2) to support their instructional alignment with the new CA standards for ELA/ELD. Grade 6-10 teachers will pilot and adopt new materials (program 2) for ELA/ELD. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements and ELA/ELD standards.

(b) Math action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language.

(c) Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language.

(d) Social Science action teams will continue work with site administration and educational services' support staff

2.1 - Core Curriculum & Resources

(a) English language arts action teams will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Grade TK-5 teachers will continue to implement newly adopted instructional materials (program 2) to support their instructional alignment with the new CA standards for ELA/ELD. Grade 6-10 teachers will implement newly adopted instructional materials (program 2) for ELA/ELD. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements and ELA/ELD standards.

(b) Math action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language.

(c) Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language.

(d) Social Science action teams will continue work with site administration and educational services' support staff

2.1 - Core Curriculum & Resources

(a) English language arts action teams will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language.

(b) Math action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language.

(c) Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language.

(d) Social Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for social science (grades 6-12) that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. The instructional guides will have integrated ELD teaching strategies and

to refine curriculum maps and instructional guides for social science (grades 6-12) that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language. (e) Designated ELD teachers will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	to refine curriculum maps and instructional guides for social science (grades 6-12) that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language. (e) Designated ELD teachers will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language. (e) Designated ELD teachers will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.1 - (Page)	Budget Reference	See funding Goal 1, Action 1.1 - (Page)	Budget Reference	See funding Goal 1, Action 1.1 - (Page)

Action 2

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.2 - Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged (b) Administrators will receive professional development and coaching around effective integrated and designated ELD instruction; they will work to define what designated and integrated ELD are and how to effectively observe and provide feedback to support teachers in improving their instructional practices for English Learners. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD	2.2 - Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged (b) Administrators will regularly observe and provide feedback to support teachers in improving their instructional practices for English Learners. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will	2.2 - Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged (b) Administrators will regularly observe and provide feedback to support teachers in improving their instructional practices for English Learners. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will

instruction is provided to English learners beyond their mainstream core classes. The additional sections will ensure that the class sizes for designated ELD are well below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	ensure that the class sizes for designated ELD are well below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	ensure that the class sizes for designated ELD are well below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.2 - (Page)	Budget Reference	See funding Goal 1, Action 1.2 - (Page)	Budget Reference	See funding Goal 1, Action 1.2 - (Page)
Amount	$210,323	Amount	$214,529	Amount	$218,820
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Additional sections for Designated ELD at secondary schools	Budget Reference	Additional sections for Designated ELD at secondary schools	Budget Reference	Additional sections for Designated ELD at secondary schools

Action 3

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.3 - Progress Monitoring (a) Teachers will administer two district benchmark assessments in ELA and mathematics to students in grades 2-11 to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency. (b) Teachers will administer three diagnostic assessments in ELA and mathematics to students in grades K-8 to assess student progress (including English learners and redesignated fluent English proficient learners) and to make decisions regarding intervention. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.	2.3 - Progress Monitoring (a) Teachers will administer two district benchmark assessments in ELA and mathematics to students in grades 2-11 to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency. (b) Teachers will administer three diagnostic assessments in ELA and mathematics to students in grades K-8 to assess student progress (including English learners and redesignated fluent English proficient learners) and to make decisions regarding intervention. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.	2.3 - Progress Monitoring (a) Teachers will administer two district benchmark assessments in ELA and mathematics to students in grades 2-11 to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency. (b) Teachers will administer three diagnostic assessments in ELA and mathematics to students in grades K-8 to assess student progress (including English learners and redesignated fluent English proficient learners) and to make decisions regarding intervention. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.3 - (Page)	Budget Reference	See funding Goal 1, Action 1.3 - (Page)	Budget Reference	See funding Goal 1, Action 1.3 - (Page)

Action 4

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC	2.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC	2.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC

agendas and minutes, Illuminate, I-Ready, and other relevant artifacts.

(b) A district MTSS team will be established to develop a comprehensive MTSS plan to be implemented district-wide. This plan will include specific supports for English Learners.

(c) Intervention support staff will be provided to schools to work with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.

(d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.

(e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs.

(f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring.

(g) Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning for students needing additional time to meet learning targets. English Learners will be one of the target populations for these programs.

agendas and minutes, Illuminate, I-Ready, and other relevant artifacts.

(b) A district MTSS team will support site administrators and leadership teams in implementing the comprehensive MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided.

(c) Intervention support staff will be provided to schools to work with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.

(d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.

(e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs.

(f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring.

(g) Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning for students needing additional time to meet learning targets. English Learners will be one of the target populations for these programs.

agendas and minutes, Illuminate, I-Ready, and other relevant artifacts.

(b) A district MTSS team will support site administrators and leadership teams in implementing the comprehensive MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided.

(c) Intervention support staff will be provided to schools to work with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.

(d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.

(e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs.

(f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring.

(g) Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning for students needing additional time to meet learning targets. English Learners will be one of the target populations for these programs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.4 - (Page)	Budget Reference	See funding Goal 1, Action 1.4 - (Page)	Budget Reference	See funding Goal 1, Action 1.4 - (Page)

Action 5

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.5 - Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English learners in their respective curricular areas. (b) Elementary teachers will receive GLAD training and coaching to enhance their abilities to provide effective first instruction to English learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets.	2.5 - Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English learners in their respective curricular areas. (b) Elementary teachers will receive GLAD training and coaching to enhance their abilities to provide effective first instruction to English learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets.	2.5 - Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English learners in their respective curricular areas. (b) Elementary teachers will receive GLAD training and coaching to enhance their abilities to provide effective first instruction to English learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets.

2017-18	2018-19	2019-20
Coaching will also be provided to teachers wanting or needing additional supports. (e) Action teams will meet throughout the year to refine unit maps, instructional guides and assessments and to discuss effective instructional practices to ensure English learners adequately progress toward language proficiency. (f) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts.	Coaching will also be provided to teachers wanting or needing additional supports. (e) Action teams will meet throughout the year to refine unit maps, instructional guides and assessments and to discuss effective instructional practices to ensure English learners adequately progress toward language proficiency. (f) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts.	Coaching will also be provided to teachers wanting or needing additional supports. (e) Action teams will meet throughout the year to refine unit maps, instructional guides and assessments and to discuss effective instructional practices to ensure English learners adequately progress toward language proficiency. (f) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.5 - (Page)	Budget Reference	See funding Goal 1, Action 1.5 - (Page)	Budget Reference	See funding Goal 1, Action 1.5 - (Page)
Amount	$158,509	Amount	$161,679	Amount	$164,912
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	English Learner Services TOSAs	Budget Reference	English Learner Services TOSAs	Budget Reference	English Learner Services TOSAs

Action 6

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	2.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	2.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.6 - (Page)	Budget Reference	See funding Goal 1, Action 1.6 - (Page)	Budget Reference	See funding Goal 1, Action 1.6 - (Page)

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.

☐ New ☐ Modified ☐ Unchanged

Goal 3

All students will graduate from high school college and career ready.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

In 2015-2016, 43.5% of graduating seniors at LHS met A-G requirements and 0% of graduating seniors at PHS met A-G requirements. Our A-G completion rate should be higher, considering students' academic performance on both the SBAC (an average of 63.8 points above "Standard Met" in English) and on AP testing (62.7% overall pass rate). Additionally, WPUSD's cohort graduation rate is 93%. Lastly, the EAP test in 11th grade indicated 36% of 11th graders were deemed to be college ready ("Standard Exceeded") in English and 11% were deemed to be college ready ("Standard Exceeded") in Math. Although there has been an increase in AP offerings at LHS, more students should be taking AP classes and the percentage of students passing AP exams with a 4 or better should be higher. LHS developed six, 4-year career pathways that continue to be implemented and supported. There is, however, a need to better track student participation in CTE courses and support the completion of industry sector certifications. Unduplicated pupils need to be better supported in developing college and career readiness as their readiness data falls short of white, more affluent students' readiness data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Graduation Rate	Our district's cohort graduation rate was 93.1% in 2015-2016.	1. The district's cohort graduation rate will increase 0.5%.	1. The district's cohort graduation rate will increase 0.5%.	1. The district's cohort graduation rate will increase 0.5%.
2. A-G Completion	Our district's A-G completion rate in 2015-2016 was 43.5%.	2. The percentage of graduates meeting A-G requirements will increase by 3%.	2. The percentage of graduates meeting A-G requirements will increase by 3%.	2. The percentage of graduates meeting A-G requirements will increase by 3%.
3. AP Exam Passage Rate	62.7% of AP students scored a 3 or better on all AP exams in 2015-2016.	3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 5%.	3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 5%.	3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 5%.

4. Enrollment in AP Courses	In fall 2016, 86% of students who took an AP course received a "C" or better in that course.	4. The percentage of high school students enrolled in at least one AP course will increase by 3%.	4. The percentage of high school students enrolled in at least one AP course will increase by 3%.	4. The percentage of high school students enrolled in at least one AP course will increase by 3%.
5. CTE Industry Certifications	Eight (8) students earned a CTE industry certification during the 2016-2017 school year.	5. The percentage of high school students who earn a CTE industry certification will increase by 5%.	5. The percentage of high school students who earn a CTE industry certification will increase by 5%.	5. The percentage of high school students who earn a CTE industry certification will increase by 5%.
6. CTE Pathway Completion	115 students completed a CTE pathway.	6. The percentage of high school students who complete at least one CTE pathway will increase by 5%.	6. The percentage of high school students who complete at least one CTE pathway will increase by 5%.	6. The percentage of high school students who complete at least one CTE pathway will increase by 5%.
7. SBAC College Readiness Indicator	36% of 11th grade students scored "Standard Exceeded" in ELA and 11% of 11th grade students scored "Standard Exceeded" in Math.	7. The percentage of all students in grades 3-8 and 11 who score "Standard Exceeded" in SBAC in ELA and math will increase by 5%; "Standard Exceeded" in 11th grade indicates college readiness.	7. The percentage of all students in grades 3-8 and 11 who score "Standard Exceeded" in SBAC in ELA and math will increase by 5%; "Standard Exceeded" in 11th grade indicates college readiness.	7. The percentage of all students in grades 3-8 and 11 who score "Standard Exceeded" in SBAC in ELA and math will increase by 5%; "Standard Exceeded" in 11th grade indicates college readiness.
8. State Seal of Biliteracy	2% of the graduating class of 2017 (29 out of 431) received the California State Seal of Biliteracy.	8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1%.	8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1%.	8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1%.
9. Enrollment in College Coursework (other than AP)	Five (5) students enrolled in at least one dual/concurrent enrollment course.	9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 5%.	9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 5%.	9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 5%.

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 ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.1 - College Readiness (a) Site administration will work with educational services to get board approval of new graduation requirements that better align with A-G requirements to ensure that all students are college ready upon graduation from high school. (b) The AVID program will continue to be implemented and supported at the comprehensive secondary school sites. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. AVID elementary will be newly implemented at COES, SES and CCC. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree.	3.1 - College Readiness (a) Site administration will work with educational services to implement the new graduation requirements that better align with A-G requirements for the freshman class of 2018-2019. (b) The AVID program will continue to be implemented and supported at GEMS, TBMS, LHS, COES, SES and CCC. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree.	3.1 - College Readiness (a) Site administration will work with educational services to implement the new graduation requirements that better align with A-G requirements for the freshman and sophomore classes of 2019-2020. (b) The AVID program will continue to be implemented and supported at GEMS, TBMS, LHS, COES, SES and CCC. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree.

2017-18	2018-19	2019-20
(e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.	(e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.	(e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$382,428	Amount	$387,856	Amount	$393,283
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections)	Budget Reference	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections)	Budget Reference	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections)
Amount	$354,836	Amount	$484,333	Amount	$494,019
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Counselors	Budget Reference	Counselors	Budget Reference	Counselors

Action 2

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.2 - Career Readiness (a) Site administration will work with educational services to get board approval of new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. This will ensure that all students are career ready upon graduation from high school. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) In the event of carryover funds, WPUSD's two CCPT Grants (one for Ag and the other for Engineering and Bio-medical) will continue to be implemented to support college and career readiness of students (see grant narrative for additional information). (f) WPUSD will continue to implement programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (g) WPUSD's two CTE Incentive Grants will continue to be implemented to support career readiness of students (see grant narrative for additional information).	3.2 - Career Readiness (a) Site administration will work with educational services to implement the new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. This phase in implementation will require this beginning wit the freshman class of 2018-2019. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a college & career specialist will continue to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) WPUSD will continue to implement programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (f) In the event of carryover funds and/or being granted round 3 funds, WPUSD's two CTE Incentive Grants will continue to be implemented to support career readiness of students (see grant narrative for additional information). (g) WPUSD's Agriculture Incentive Grant will continue to be implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).	3.2 - Career Readiness (a) Site administration will work with educational services to implement the new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. This phase in implementation will require this beginning wit the freshman class of 2018-2019. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a college & career specialist will continue to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) WPUSD will continue to implement programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (f) In the event of carryover funds or subsequent funds being granted, WPUSD's two CTE Incentive Grants will continue to be implemented to support career readiness of students (see grant narrative for additional information). (g) WPUSD's Agriculture Incentive Grant will continue to be implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).

(h) WPUSD's Agriculture Incentive Grant will continue to be implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Counselors - see funding Goal 3, Action 3.1 (Page)	Budget Reference	Counselors - see funding Goal 3, Action 3.1 (Page)	Budget Reference	Counselors - see funding Goal 3, Action 3.1 (Page)
Amount	$43,300	Amount	$43,300	Amount	$43,300
Source	Carl D. Perkins Career and Technical Education	Source	Carl D. Perkins Career and Technical Education	Source	Carl D. Perkins Career and Technical Education
Budget Reference	Carl D. Perkins Grant for CTE	Budget Reference	Carl D. Perkins Grant for CTE	Budget Reference	Carl D. Perkins Grant for CTE
Amount	$530,605	Amount	$0	Amount	$0
Source	Career Technical Education Incentive Grant (CTEIG)	Source	Career Technical Education Incentive Grant (CTEIG)	Source	Career Technical Education Incentive Grant (CTEIG)
Budget Reference	Career Technical Education Incentive Grant	Budget Reference	Career Technical Education Incentive Grant	Budget Reference	Career Technical Education Incentive Grant
Amount	$12,395	Amount	$12,395	Amount	$12,395
Source	Agriculture Incentive Grant	Source	Agriculture Incentive Grant	Source	Agriculture Incentive Grant
Budget Reference	Agriculture Incentive Grant	Budget Reference	Agriculture Incentive Grant	Budget Reference	Agriculture Incentive Grant

Action 3

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

Students to be Served ☐ All ☐ Students with Disabilities ☒ Designated At-risk

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.3 - Interventions (a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation. (b) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (c) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist.	3.3 - Interventions (a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation. (b) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (c) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist.	3.3 - Interventions (a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation. (b) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (c) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.4 (Page)	Budget Reference	See funding Goal 1, Action 1.4 (Page)	Budget Reference	See funding Goal 1, Action 1.4 (Page)
Budget Reference	Counselors - see funding Goal 3, Action 3.1 (Page)	Budget Reference	Counselors - see funding Goal 3, Action 3.1 (Page)	Budget Reference	Counselors - see funding Goal 3, Action 3.1 (Page)
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	Summer School	Budget Reference	Summer School	Budget Reference	Summer School
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Online Credit Recovery Program	Budget Reference	Online Credit Recovery Program	Budget Reference	Online Credit Recovery Program
Amount	$114,613	Amount	$116,916	Amount	$119,265
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Additional sections for online credit recovery	Budget Reference	Additional sections for online credit recovery	Budget Reference	Additional sections for online credit recovery

Action 4

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

2017-18	2018-19	2019-20
3.4 - Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.	3.4 - Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.	3.4 - Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.5 (Page)	Budget Reference	See funding Goal 1, Action 1.5 (Page)	Budget Reference	See funding Goal 1, Action 1.5 (Page)

Action 5

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.5 - Direct School Site Allocations	3.5 - Direct School Site Allocations	3.5 - Direct School Site Allocations

2017-18	2018-19	2019-20
(a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	(a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	(a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.6 (Page)	Budget Reference	See funding Goal 1, Action 1.6 (Page)	Budget Reference	See funding Goal 1, Action 1.6 (Page)

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.

☐ New ☐ Modified ☒ Unchanged

Goal 4

All students will be safe and actively engaged at school.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

While our student suspensions and expulsions are lower than the state average, we continue to suspend some subgroups at a disproportionate rate. We also need to decrease our defiance-related (48900k) suspensions, district-wide. Bullying and harassment continue to be voiced as concerns across all grade levels. Attendance rates across the district hover around 96%, which is commendable but not to the standard we would like to see. Additionally, the district's truancy rate is also higher than we would like it to be. We need to continue our focus on ensuring that students have the supports and opportunities they need to become healthy, productive (college and career ready) adults.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Attendance Rate	The district's average daily attendance rate was 96.2% in 2015-2016.	1. The district's average daily attendance will increase by 0.2% or be at least 98%.	1. The district's average daily attendance will increase by 0.2% or be at least 98%.	1. The district's average daily attendance will increase by 0.2% or be at least 98%.
2. Truancy Rate	The district's truancy rate was 8.9% in 2014-2015. (This data is always one year behind.)	2. The district's truancy rate will decrease by 0.1% or be less than 2%.	2. The district's truancy rate will decrease by 0.1% or be less than 2%.	2. The district's truancy rate will decrease by 0.1% or be less than 2%.
3. High School Dropout Rate	The district's cohort high school dropout rate was 6.4% in 2015-2016.	3. The district's cohort high school dropout rate will decrease by 0.2%.	3. The district's cohort high school dropout rate will decrease by 0.2%.	3. The district's cohort high school dropout rate will decrease by 0.2%.
4. 8th Grade Dropout Rate	The district's 8th grade dropout rate in 2015-2016 was 1.1% (6 out of 549).	4. The district's 8th grade dropout rate will be less than 1%.	4. The district's 8th grade dropout rate will be less than 1%.	4. The district's 8th grade dropout rate will be less than 1%.

5. Suspension Rate	The district's suspension rate in 2014-2015 was 3.2%. (This data is always one year behind.)	5. The district's suspension rate will decrease by 0.2% or be less than 3%.	5. The district's suspension rate will decrease by 0.2% or be less than 3%.	5. The district's suspension rate will decrease by 0.2% or be less than 3%.
6. Expulsion Rate	The district's expulsion rate in 2014-2015 was 0.0%. (This data is always one year behind.)	6. The district's expulsion rate will be less than 0.5%.	6. The district's expulsion rate will be less than 0.5%.	6. The district's expulsion rate will be less than 0.5%.

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: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.1 - Youth Development (a) Teachers, support staff, and administrators will continue to receive training in youth development.	4.1 - Youth Development (a) Teachers, support staff, and administrators will continue to receive training in youth development.	4.1 - Youth Development (a) Teachers, support staff, and administrators will continue to receive training in youth development.

2017-18	2018-19	2019-20
(b) School sites will continue to refine their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	(b) School sites will continue to refine their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	(b) School sites will continue to refine their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page)	Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page)	Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page)

Action 2

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.2 - Positive Behavior & Mental Health (a) Select school sites will continue to receive training and support to implement the PBIS framework. (b) A mental health specialist will support schools and students in need of mental health support. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expect analysis of assessment data.	4.2 - Positive Behavior & Mental Health (a) Select school sites will continue to receive training and support to implement the PBIS framework. (b) A mental health specialist will support schools and students in need of mental health support. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expect analysis of assessment data.	4.2 - Positive Behavior & Mental Health (a) Select school sites will continue to receive training and support to implement the PBIS framework. (b) A mental health specialist will support schools and students in need of mental health support. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expect analysis of assessment data.

BUDGETED EXPENDITURES

2017-18

Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page)
Amount	$110,983
Source	Supplemental
Budget Reference	Mental Health Specialist
Amount	$130,000
Source	Supplemental
Budget Reference	District Resource Officer
Amount	$329,666

2018-19

Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page)
Amount	$113,203
Source	Supplemental
Budget Reference	Mental Health Specialist
Amount	$130,000
Source	Supplemental
Budget Reference	District Resource Officer
Amount	$329,666

2019-20

Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page)
Amount	$115,467
Source	Supplemental
Budget Reference	Mental Health Specialist
Amount	$130,000
Source	Supplemental
Budget Reference	District Resource Officer
Amount	$329,666

Source	Mental Health Funds	Source	Mental Health Funds	Source	Mental Health Funds
Budget Reference	Psychologists	Budget Reference	Psychologists	Budget Reference	Psychologists

Action 3

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.3 - MTSS (a) A district MTSS team will be established to develop a comprehensive MTSS plan to be implemented district-wide. This plan will specifically outline the continuum of supports to be offered to students for both academic and social emotional needs. (b) The district MTSS team will receive training to support them in developing the comprehensive MTSS plan WPUSD.	4.3 - MTSS (a) The district MTSS team will support site administrators in implementing the comprehensive MTSS plan district-wide. (b)The district MTSS team will monitor the implementation of the comprehensive MTSS plan and evaluate appropriate data to make informed decisions about supports for schools and students.	4.3 - MTSS (a) The district MTSS team will support site administrators in implementing the comprehensive MTSS plan district-wide. (b)The district MTSS team will monitor the implementation of the comprehensive MTSS plan and evaluate appropriate data to make informed decisions about supports for schools and students.

(c) The district MTSS team will develop a comprehensive MTSS plan to be implemented district-wide.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page)	Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page)	Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page)

Action 4

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.5 - Direct School Site Allocations	4.5 - Direct School Site Allocations	4.5 - Direct School Site Allocations

2017-18	2018-19	2019-20
(a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	(a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	(a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.6 (Page)	Budget Reference	See funding Goal 1, Action 1.6 (Page)	Budget Reference	See funding Goal 1, Action 1.6 (Page)

Action 5

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.6 - Transportation	4.6 - Transportation	4.6 - Transportation

2017-18	2018-19	2019-20
(a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	(a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	(a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$59,000	Amount	$59,000	Amount	$59,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation

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.

☐ New ☐ Modified ☒ Unchanged

Goal 5

All students will receive instruction in up-to-date and well-maintained environments.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

All students have access to standards-aligned instructional materials in accordance with legal requirements. All school facilities have adequate (in good repair) ratings, as measured by FIT. That being said, many of our schools are older and in need of extra care. Additionally, our classrooms are not equitably equipped with the essential technologies needed to ensure 21st century learning environments for our students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Instructional Materials	All students have access to standards-aligned instructional materials.	1. All students will have access to standards-aligned instructional materials.	1. All students will have access to standards-aligned instructional materials.	1. All students will have access to standards-aligned instructional materials.
2. Adequacy of Facilities	All school facilities have adequate (in good repair) ratings, as measured by FIT.	2. All school facilities will receive adequate (in good repair) rating, as measured by FIT.	2. All school facilities will receive adequate (in good repair) rating, as measured by FIT.	2. All school facilities will receive adequate (in good repair) rating, as measured by FIT.
3. Technology Standard	There is no current district standard for technology in schools and classrooms.	3. The district standard for technology in schools and classrooms will be updated.	Outcome will be met in 2017-2018.	Outcome will be met in 2017-2018.
4. Improvements to Technology and Facilities	Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.	4. Improvements to technology and facilities will be made in order of priority.	4. Improvements to technology and facilities will be made in order of priority.	4. Improvements to technology and facilities will be made in order of priority.

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: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
5.1 - Technology (a) The district standard for technology in schools and classrooms will be updated. (b) Technologies will be updated, replaced, or added in order of priority.	5.1 - Technology (a) The district standard for technology in schools and classrooms will be implemented for all new construction. (b) Technologies will be updated, replaced, or added in order of priority and in accordance with the district standard for technology.	5.1 - Technology (a) The district standard for technology in schools and classrooms will be implemented for all new construction. (b) Technologies will be updated, replaced, or added in order of priority and in accordance with the district standard for technology.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$300,000	Amount	$300,000	Amount	$300,000
Source	Base	Source	Base	Source	Base
Budget Reference	Technology Budget - Computer Replacement	Budget Reference	Technology Budget - Computer Replacement	Budget Reference	Technology Budget - Computer Replacement

Action 2

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5.2 - Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.	5.2 - Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.	5.2 - Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,877,987	Amount	$1,877,987	Amount	$1,877,987
Source	Base	Source	Base	Source	Base
Budget Reference	Routine Repair & Maintenance Program	Budget Reference	Routine Repair & Maintenance Program	Budget Reference	Routine Repair & Maintenance Program
Amount	$1,533,787	Amount	$1,556,794	Amount	$1,580,146
Source	Base	Source	Base	Source	Base
Budget Reference	Maintenance, Operations & Custodial Services Program	Budget Reference	Maintenance, Operations & Custodial Services Program	Budget Reference	Maintenance, Operations & Custodial Services Program

Action 3

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☒ Unchanged

2017-18	2018-19	2019-20
5.3 - Measure A and Measure N School Bonds (a) Final improvements to technology and facilities at LHS will be made in accordance with the Measure A Bond. (b) Improvements to technology and facilities at GEMS will begin to be made in accordance with the Measure N Bond. (c) Plans to build a new high school in the Twelve Bridges area will be developed in accordance with the Measure A Bond. (d) Plans to build a new elementary school in the Lincoln Crossing area will be developed in accordance with the Measure N Bond and construction may begin.	5.3 - Measure A and Measure N School Bonds (a) Improvements to technology and facilities at GEMS will continue to be made in accordance with the Measure N Bond. (c) Plans to build a new high school in the Twelve Bridges area will be implemented in accordance with the Measure A Bond and construction may begin. (d) Construction of a new elementary school in the Lincoln Crossing area will occur in accordance with the Measure N Bond.	5.3 - Measure A and Measure N School Bonds (a) Final improvements to technology and facilities at GEMS will be made in accordance with the Measure N Bond. (c) Construction of a new high school in the Twelve Bridges area will occur in accordance with the Measure A Bond. (d) A new elementary school in the Lincoln Crossing area will open, or final construction will occur, in accordance with the Measure N Bond.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Other	Source	Other	Source	Other
Budget Reference	Measure A Bond	Budget Reference	Measure A Bond	Budget Reference	Measure A Bond
Source	Other	Source	Other	Source	Other
Budget Reference	Measure N Bond	Budget Reference	Measure N Bond	Budget Reference	Measure N Bond

Action 4

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5.4 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	5.4 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	5.4 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	See funding Goal 1, Action 1.6 (Page)	Budget Reference	See funding Goal 1, Action 1.6 (Page)	Budget Reference	See funding Goal 1, Action 1.6 (Page)

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.

☐ New ☐ Modified ☒ Unchanged

Goal 6

All parents will be actively engaged in their child's learning and school community.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

We do have large volumes of parents who utilize our online systems (i.e. - Schoology, JupiterEd) to communicate with their students' teachers and learn about school events; those systems are more regularly accessed by 4th through 12th grade parents. We also have a small group of parents who participate in our various continuing education classes. We would like to increase participation on our online systems and in our continuing education classes. Additionally, we would like to increase attendance at our quarterly parent stakeholder meetings (DAC/DELAC) to insure that a wide variety of parents' voices are being heard.

While we have begun developing a strategic plan that focuses on increasing parent engagement, it is not yet complete.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Involvement Plan	There is no district parent involvement plan.	1. A comprehensive district parent involvement plan will be completed and board approved.	1. The board approved comprehensive district parent involvement plan will be implemented.	1. The board approved comprehensive district parent involvement plan will be implemented.
2. Parent Involvement in School Sponsored Events	A system for collecting data regarding parent involvement has not yet been developed.	2. Baseline data of parent involvement in school sponsored events will be collected.	2. Parent involvement in school sponsored events will increase by 5%.	2. Parent involvement in school sponsored events will increase by 5%.
3. Parent Use of Student Information Systems	As of April 2017, Schoology (at secondary schools) has been visited 66,098 times in the 2016-2017 school year and Jupiter Ed (at elementary schools) has been visited by 292 families.	3. Parents' use of district sponsored student information systems will increase by 5%.	3. Parents' use of district sponsored student information systems will increase by 5%.	3. Parents' use of district sponsored student information systems will increase by 5%.

4. Parent Participation in Continuing Education	From September through May, three classes were offered in the evenings (ESL, GED Preparation, and computer literacy). Approximately 50-60 parents attended at least one of the classes over the course of the year. Additionally, three Latino Literacy courses were offered at various times of day during the spring. Another 25-30 parents attended at least one Latino Literacy course.	4. Parent participation in district sponsored continuing education will increase by 2%.	4. Parent participation in district sponsored continuing education will increase by 2%.	4. Parent participation in district sponsored continuing education will increase by 2%.

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: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
6.1 - Parent Education (a) Parent education will be provided through evening continuing education classes, collaboration with regional adult schools, and other avenues. (b) A system for collecting precise data around parent education will be developed, and more accurate baseline data regarding parent education will be collected.	6.1 - Parent Education (a) Parent education will be provided through evening continuing education classes, collaboration with regional adult schools, and other avenues. (b) Data regarding parent education will be collected.	6.1 - Parent Education (a) Parent education will be provided through evening continuing education classes, collaboration with regional adult schools, and other avenues. (b) Data regarding parent education will be collected.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,000	Amount	$6,000	Amount	$6,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Parent/Continuing Education	Budget Reference	Parent/Continuing Education	Budget Reference	Parent/Continuing Education
Amount	$6,000	Amount	$6,000	Amount	$6,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	Parent/Continuing Education	Budget Reference	Parent/Continuing Education	Budget Reference	Parent/Continuing Education

Action 2

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
6.2 - Parent Involvement (a) A comprehensive district parent involvement plan will be developed. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.	6.2 - Parent Involvement (a) A comprehensive district parent involvement plan will be in place and implemented with fidelity. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.	6.2 - Parent Involvement (a) A comprehensive district parent involvement plan will be in place and implemented with fidelity. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$35,085	Amount	$35,085	Amount	$35,085
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Schoology/Turnitin	Budget Reference	Schoology/Turnitin	Budget Reference	Schoology/Turnitin
Amount	$155,000	Amount	$155,000	Amount	$155,000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Parent/School/Community Liaisons (3.0 FTE)	Budget Reference	Parent/School/Community Liaisons (3.0 FTE)	Budget Reference	Parent/School/Community Liaisons (3.0 FTE)

Action 3

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6.3 –Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents	6.3 –Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents	6.3 –Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents

2017-18	2018-19	2019-20
and school/district staff. Parents of unduplicated students will be their target audience.	and school/district staff. Parents of unduplicated students will be their target audience.	and school/district staff. Parents of unduplicated students will be their target audience.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Parent/School/Community Liaisons - see funding Goal 6, Action 6.2 (Page)	Budget Reference	Parent/School/Community Liaisons - see funding Goal 6, Action 6.2 (Page)	Budget Reference	Parent/School/Community Liaisons - see funding Goal 6, Action 6.2 (Page)

Action 4

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6.4 - Community Involvement (a) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber	6.4 - Community Involvement (a) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber	6.4 - Community Involvement (a) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber

2017-18	2018-19	2019-20
of Commerce, Knights of Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.	of Commerce, Knights of Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.	of Commerce, Knights of Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Parent/School/Community Liaisons - see funding Goal 6, Action 6.2 (Page)	Budget Reference	Parent/School/Community Liaisons - see funding Goal 6, Action 6.2 (Page)	Budget Reference	Parent/School/Community Liaisons - see funding Goal 6, Action 6.2 (Page)

Action 5

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

2017-18	2018-19	2019-20
6.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	6.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	6.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference: See funding Goal 1, Action 1.6 (Page)	Budget Reference: See funding Goal 1, Action 1.6 (Page)	Budget Reference: See funding Goal 1, Action 1.6 (Page)

Action 6

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES **2017-18**	**2018-19**	**2019-20**

Action 7

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES					
Budget Reference		Budget Reference	)	Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: $3,418,510 Percentage to Increase or Improve Services: 6.60%

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).

In the Western Placer Unified School District (WPUSD) 80% of our at-risk students meet one or more criteria for supplemental funding. It is for this reason that we believe that our supplemental funding can be used to target all of our under performing students (80% of whom are unduplicated pupils). What we also know is there are some supports that are critical to the success of our at-risk/unduplicated population of students that cannot target just these students without also benefiting our general population of students. In education we do not operate programs/services as straight silos - everything co-mingles to varying degrees - nor do we educate our special populations of students in silos - they are mainstreamed together. Therefore, there are some programs/services that we are funding with supplemental dollars to support all our students, knowing that without them many students would still achieve but our at-risk students would be less likely to. Although all students will benefit, our unduplicated students are always the intended audience. For example, we are using supplemental dollars to provide an online assessment and data system (Illuminate) to ensure that we are commonly assessing our students and our instructional effectiveness so that we can improve instruction and target interventions for our at-risk/unduplicated students. All students will benefit from this assessment and data system, but without it we will not have an effective way to track student progress and ensure that interventions are provided to the students in need.

Research very clearly shows that all students, but especially at-risk students, benefit from schooling in an environment where best practices for students' academic achievement and social/emotional well-being are in place. Such best practices consistently found in high performing districts/schools can be summarized into nine characteristics: (1) A clear and shared focus, (2) High standards and expectations for all students, (3) Effective school/district leadership, (4) High levels of communication and collaboration, (5) Curriculum, instruction and assessments aligned with state standards, (6) Frequent monitoring of teaching and learning, (7) Focused professional development, (8) A supportive learning environment, and (9) High levels of family and community involvement. WPUSD is committed to being a high performing district. To that note, our LCAP actions are intended to support us in attaining the characteristics of a high performing district, which will support all our students' achievement, but more importantly the achievement of our at-risk/unduplicated students. When able, we utilized supplemental funding to enhance and specifically target services for our duplicated pupils. For example, we are providing additional sections to our secondary schools to provide designated ELD to English learners in a much smaller than normal class size environment. We are providing targeted interventions for at-risk students, both after school and during summer break. We are also providing transportation to unduplicated pupils at no cost to ensure they get to school daily, whereas other students must pay for our transportation if they want to utilize it. Outlined below, with research/rationale, are the programs/services to the benefit of all students, with still our unduplicated pupils as the intended audience, that we are funding with supplemental dollars.

Leadership

Leadership begins with district and site administrators. A recent RAND Corporation report found that nearly 60% of a school's impact on student achievement is attributable to leadership and teacher effectiveness. A research paper written by Leithwoood and colleagues concludes, "as far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership." Research on high performing leaders delineates particular traits. High performing leaders build a shared vision and sense of purpose, establish effective teams and distribute

leadership among school staff, understand and develop people, establish school routines, and monitor performance. For WPUSD, leadership in educational services is critical. Therefore, supplemental funding is being utilized to fully or partially fund leadership and assistance support roles in educational services to ensure a clear vision, common best practices for our students (including a viable curriculum, best first instruction, common assessments, and MTSS), professional development supports, and accountability for student achievement. These positions are: Assistant Superintendent of Educational Services, Director of Educational Services, Director of Supplemental Programs & Accountability, Coordinator of Homeless & Foster Youth, Admin Assistants, and Teachers on Assignment for Math, ELA, English Learner Services, and STEM/CTE.

Progress Monitoring and Interventions

Robert Marzano defines a guaranteed and viable curriculum as one that "gives students access to the same essential learning...and can be taught in the time allotted". Doug Reeves maintains, " A criterion for schools that have made great strides in achievement and equity is immediate and decisive intervention," According to the Council of Chief School Officers, "Characteristics of high performing schools include...using assessment data to support student success." Additionally, according to a study commissioned by the Wallace Foundation in 2011, "Research indicates that, on average, students lose skills over the summer, particularly in mathematics. However, not all students experience "average" losses, and summer learning loss disproportionately affects low-income students. Low-income students lose substantial ground in reading during the summer, while their higher-income peers often gain. Most disturbing is that it appears that summer learning loss is cumulative and that, over time, these periods of differential learning rates between low-income and higher-income students contribute substantially to the achievement gap in reading. It may be that efforts to close the achievement gap during the school year alone will be unsuccessful. Rigorous studies of voluntary summer programs, mandatory summer programs, and programs that encourage students to read at home in the summer have all found positive effects on student achievement. The combined evidence from these studies suggests that all of these types of summer learning programs can mitigate summer learning losses and even lead to achievement gains. Moreover, longitudinal studies conclude that the effects of summer learning programs endure for at least two years after the student has engaged in the summer program." The planned actions and services in Goals 1 and 2 reflect the aforementioned research. Action teams will work with educational services to create assessments and to monitor student progress and effectiveness of instruction. Additionally, PLCs will utilize assessment data to prescribe intervention supports for at-risk students. Early intervention is the key to locating and eliminating the gaps in understanding that may prevent students in achieving success. Regular benchmarking and reporting is the best indicator that progress is being made. To that end, the district will use supplemental dollars to purchase Illuminate, an online assessment and data system, to ensure collection and analysis of data is quick and well-organized. Finally, supplemental funds will be utilized to provide targeted intervention supports before, during and afterschool as well as during summer school.

Professional Development

In 2007, the National Center for Educational Evaluation and Regional Assistance reported that teachers who receive an average of 49 hours of professional development annually have a 21% boost in student achievement as compared to their counterparts who do not receive professional development. Current research shows that intensive ongoing professional development for administrators and teachers leads to an increase in student achievement. Furthermore, it shows that teachers need on-the-job support to make the new ideas part of their daily practice. This evidence suggests that states reap greater benefits in terms of student achievement when they invest in classroom-based coaching as opposed to more costly changes such as smaller classes. WPUSD will provide ongoing professional development and coaching to teachers, administrators, and support staff to build their capacity and ability to implement the LCAP aligned actions/practices toward obtaining our LCAP goals. Numerous studies have found benefits for students that were associated with higher levels of efficacy in teachers. These included increased student achievement in reading, language and mathematics (Tracz and Gibson), teacher use of fewer control tactics (Ashton, Webb and Doda), and fewer referrals of children from low socio-economic backgrounds to special education (Newman). At-risk students will benefit the most if supported by effective teachers, administrators and support staff.

Academic, Career and Social/Emotional Guidance and Intervention

At ASCA's annual summer conference in 2013, Rich Lapan (from the University of Massachusetts Amherst) and Tim Poynton (Suffolk University) discussed research that their institutions were undertaking in partnership with the Massachusetts School Counselor Association around effectiveness of school counseling on student achievement. Their research showed that when students receive more frequent and helpful college and career counseling services, they: are more motivated to do well in school, are more connected to their school, get along better with others, and see their school as being a more civil and safe space to be. These findings are particularly meaningful because they show that school counseling, in addition to helping students prepare for college and career, can serve as a key aspect of the school improvement process – student motivation, student connectedness and school climate have long been identified as important factors in student achievement. By utilizing supplemental funds to provide more counselors in the district, WPUSD hopes to see better outcomes for students' academic and social/emotional achievements. Additionally, by providing additional counselors, resulting in lower counselor to student ratios, counselors will be able to better assist low income, foster youth, and non-English proficient students/families.

Advancement Via Individual Determination (AVID)

AVID is a nonprofit organization dedicated to closing the achievement gap. Low income students from homes where parents have not had the opportunity to attend college are encouraged to participate in AVID. Policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students. AVID students outperform peers on state mandated exams, grade point averages and standardized tests. AVID students' attendance rates improve and surpass the general population. Once in college AVID graduates are more well prepared than peers. Financial support for AVID teachers and additional AVID sections will allow more at risk students to participate in AVID courses and will assist secondary schools in implementing AVID strategies and creating a college-going culture school-wide. Therefore, WPUSD will utilize supplemental funds to enhance and support the AVID program at secondary schools in the district. Additionally, supplemental funds will provide the AVID Excel program to Glen Edwards Middle School; AVID Excel is an intervention program designed to accelerate the language acquisition of long-term English learners with the intent reclassifying them as fluent English proficient by the end of 8th grade.

Career Technical Education (CTE)

A 2005 study conducted by the National Research Center for Career and Technical Education found that students who entered high school at a normal or younger age had a decreased risk of dropping out of high school as they added CTE courses to their curriculum, up to a point at which they were taking one CTE course for every two academic courses. The report suggests that this mix of CTE and academic courses lowers the dropout rate for students because the course balance offers them a broader array of experiences that can identify and encourage pathways to success. Another study conducted in 1998 by the University of Michigan found that high-risk students are eight to 10 times less likely to drop out in the 11th and 12th grades if they enroll in a career and technical program instead of a general program. The same study also reported that a quality CTE program can reduce a school's dropout rate by as much as 6 percent, and that CTE students are less likely than general-track

students to fail a course or to be absent. Lastly, CTE was identified to have five potential benefits to at-risk students by Schargel and Smink in Strategies to Help Solve our School Dropout Problem. These benefits include enhancement of students' motivation and academic achievement; increased personal and social competence related to work in general; a broad understanding of an occupation or industry; career exploration and planning; and acquisition of knowledge or skills related to employment in particular occupations or more generic work competencies. For these reasons, we are utilizing supplemental funding to support a Teacher on Special Assignment for CTE to ensure our CTE pathways and the instruction from teachers within such pathways are top notch. Additionally, we are hiring a college and career specialist to support student enrollment in CTE and work-based learning. We believe these services and supports will improve academic achievement and graduation rates for all students, but particularly our at-risk students.

Youth Development

In a study done in 2006 by Dr. Theresa Akey, it was concluded that the earlier schools and teachers begin to build students' healthy self-awareness of strengths and confidence in their ability to do well, the better students will perform academically. This study suggests that perceived academic competence may play an even more important role than engagement in shaping achievement outcomes. The influence of perceived academic competence on both reading and mathematics achievement was between two and four times larger than that of engagement in school. These findings suggest that the earlier schools and teachers begin to build students' confidence in their ability to do well, the better off students will be. This study found that two factors in the school context — supportive teachers and clear and high expectations about behavior — were key to enhancing the development of both perceived competence and engagement. Teachers whom students see as supportive and who set clear rules and guidelines about behavior help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavors. To ensure the academic achievement of all students in WPUSD, it is critical that we create environments where students are safe, connected, engaged, and held to high expectations for behavior and learning. Students' achievement will only be as good as the environment that supports it. Therefore, WPUSD will utilize supplemental funding to provide youth development professional development, coaching, and supports to administrators, teachers and support staff to ensure they are equipped to implement best practices aligned with the youth development framework. Such practices are further supported by the PBIS framework and Love & Logic which are also a component of our Goal 4 related to student safety and engagement and funded with supplemental dollars. Lastly, supplemental funds will be utilized for a Mental Health Specialist to support Tier II behavioral and/or mental health interventions for students and to support teachers in better implementing their own Tier I interventions with students.

School Resource Officer

Keeping students safe and actively engaged takes many forms. One form is a school resource officer. "The number one goal of an SRO should be to bridge the gap between law enforcement and youth. So what we are talking about at the end of the day is building relationships," says Mo Canady, executive director of the National Association of School Resource Officers. He cites the Department of Justice (DOJ) statistic that a drop in juvenile arrests by nearly 50% between 1994 and 2009 coincided with an expanding use of school resource officers. In 2013, the DOJ awarded nearly $45 million in grants to fund hundreds of school resource officer positions across the country. WPUSD will utilize supplemental funding for an SRO who will be based at the high school but will be a support to all district schools. The SRO will work closely with other support staff to implement the youth development framework for youth safety, connectedness, engagement, and learning.

Online Learning Management/Communication System

Joyce Epstein's Framework of Six Types of Involvement (for schools and parents) cites Communicating as one of the six. She quotes, "Communications about school programs and student progress to mean ' two-way, three-way and many-way' channels of communication that connect schools, families, students, and the community." Results for parents include understanding school programs and policies, monitoring and awareness of child's progress, responding effectively to students' problems, and interactions with teachers and ease of communication with school and teachers. Schoology offers a platform for collaboration, communication and resource sharing between home and school. Therefore, WPUSD will utilize supplemental funding to provide Schoology/Turnitin as a means of communicating with students and families regarding student learning.

Parent Engagement

The overarching theme in research related to parent engagement is that parents of at-risk students will make a positive contribution to their children's education if they receive the appropriate training and encouragement. Conversely, Delores Pena's study in 2000 indicated some of the most significant barriers to parental participation in school are home language, parent educational level, attitudes of school staff, and cultural influences. Pena emphasized the importance of building trust and positive relationships between schools and families. WPUSD will utilize supplemental funding to help nurture school-to-home relationships and address some of the barriers to parent participation by hiring three bilingual Parent/School/Community Liaisons. WPUSD will also contract with Document Tracking Services (DTS) to create surveys in both English and Spanish to encourage regular two-way communication between home and school.

At-risk students (roughly 80% of whom are unduplicated pupils) will be targeted for intervention services. Intervention services will be more robust with the addition of intervention support providers, counselors, sections for intervention support classes resulting in lower class sizes, AVID expansion and support. Additionally, the district resource officer, behavior/mental health specialists will further expand resources to our unduplicated pupil population. Although some of the aforementioned additions will enhance services to all students, the vast majority of time and focus will be on ensuring our uduplicated students have the supports and opportunities they need to succeed at the same level as the rest of our student population.

For further information regarding the enhanced services, please see section 3A.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards for English Language Arts
    b. Mathematics – Common Core State Standards for Mathematics
    c. English Language Development
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Public Hearing on 2017-18 Western Placer Unified School District Proposed Budget

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 6, 2017

ROLL CALL REQUIRED:

No

BACKGROUND:

Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall hold a public hearing on the budget to be adopted for the subsequent fiscal year. At this hearing, the Board will take testimony from the public.

This hearing has been advertised in at least one local newspaper as required by law and notice was posted at least 72 hours in advance. The proposed budget was made available for public inspection at the District office and online at least 72 hours in advance.

RECOMMENDATION:

Administration recommends the Board hold a public hearing regarding the proposed 2017-18 Annual Budget.

WESTERN PL
UNIFIED SCHOOL D

NOTICE OF PUBLIC HEARING

2017-18 Proposed Budget

District Office, 3rd Floor Conference Room
600 Sixth Street, Lincoln CA
June 06, 2017
7:00 P.M.

Notice is hereby given that the Board of Trustees of the Western Placer Unified School District shall hold a Public Hearing at which the governing Board shall take testimony from the public, discuss and approve or disapprove the 2017-18 Proposed Budget.

The proposed budget will be available for public inspection 3 days prior to the date set for the hearing. The proposed Budget will be available for public inspection at 600 Sixth Street, Suite 400, Lincoln, California, during regular business working hours.

Posted: May 31, 2017

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

2017-18 Budget Assumptions and Proposed Budget for General Fund and Other Funds

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent - Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund / Other Funds

MEETING DATE:

June 6, 2017

ROLL CALL REQUIRED:

No

BACKGROUND:

District staff has prepared the 2017-18 Proposed Budget documents for Board adoption at the June 20, 2017, Board of Trustees meeting. The most recent State's May Revision Budget proposals are reflected in our 2017-18 budget assumptions along with multi-year projections. Enclosed are the 2017-18 Budget Assumptions and Proposed Budget for the General Fund and Other Funds for Board review and input.

RECOMMENDATION:

Board of Trustees review the 2017-18 Budget Assumptions and Proposed Budget for the General Fund and Other Funds and provide input.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING

Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall adopt the budget for the subsequent fiscal year. The 2017-18 budget will be presented to the Board of Trustees for approval on June 20, 2017.

The 2017-18 budget assumptions are used to prepare the 2017-18 Budget and multi-year projections for 2018-19 and 2019-20 fiscal years. The multi-year projections provide a view of the current year (2017-18) budget and the next two years' budget plan (2018-19 and 2019-20). They are built with assumptions provided by PCOE Common Message, School Services of California, the State Dept. of Finance (DOF), FCMAT LCFF Calculator, federal funding projections and district trends and data. Property taxes, state allocations, LCFF Funding estimates, new legislature, federal funding and budget projections, and ballot measures can all have a significant impact on revenue assumptions. The budget also reflects the most recent State's 2017-18 May Revise proposals.

GENERAL FUND BUDGET ASSUMPTIONS:

The following budget assumptions will be used for the 2017-18 Proposed Budget:

REVENUES AND EXPENDITURES:

	16/17 Estimated Actuals	17/18 Adopted Budget	18/19 Projection	19/20 Projection	
REVENUE					
Enrollment	6,878	6,953	7,022	7,093	Based on 16/17 Actual Enrollment and Projections
ADA Yield	96.0%	95.8%	95.8%	95.8%	Based on Historical Rates
ADA	6,601	6,680	6,747	6,815	Enrollment X ADA Yield
% Increase (Decrease) Enrollment	1.0%	1.1%	1.0%	1.0%	Based on Historical Rates
# Increase (Decrease) Enrollment	67	75	70	70	
Statutory COLA %	0.00%	1.56%	2.15%	2.35%	Per PCOE Common Message
LCFF Entitlement Factors:					
Base Grant - Grades K-3	$7,083	$7,193	$7,348	$7,521	Per LCFF Calculator
Base Grant - Grades 4-6	$7,189	$7,301	$7,458	$7,633	Per LCFF Calculator
Base Grant - Grades 7-8	$7,403	$7,518	$7,680	$7,860	Per LCFF Calculator
Base Grant - Grades 9-12	$8,578	$8,712	$8,899	$9,108	Per LCFF Calculator
Grade Span Funding (K-3 CSR & 9-12)	$737	$748	$764	$782	Per LCFF Calculator
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%	Per LCFF Calculator
Concentration Grants	50%	50%	50%	50%	Per LCFF Calculator
Concentration Grant Threshold	55%	55%	55%	55%	Per LCFF Calculator
LCFF Gap Closed Percentage	55.03%	43.97%	71.53%	73.51%	Per LCFF Calculator
LCFF Entitlement per ADA	8,125	8,322	8,628	8,864	Per LCFF Calculator
LCFF Funding	53,631,874	55,545,330	58,163,921	60,352,159	Per LCFF Calculator
Property Tax change	3.00%	3.00%	3.00%	3.00%	County Taxes Report/3-Yr Ave
Est. Property Taxes	45,153,248	46,507,845	47,903,081	49,340,173	Actuals/3-Yr Average
State LCFF Supplemental Funds	3,213,069	3,419,493	3,550,268	3,650,261	Per LCFF Calculator
Federal Revenue	0%	0%	0%	0%	Per PCOE Common Message
Categorical COLA	0.00%	1.56%	2.15%	2.35%	Per PCOE Common Message
Lottery Unrestricted/ADA	$144.00	$144.00	$144.00	$144.00	Per PCOE Common Message
Lottery Restricted/ADA	$45.00	$45.00	$45.00	$45.00	Per PCOE Common Message

	16/17 Estimated Actuals	17/18 Adopted Budget	18/19 Projection	19/20 Projection	
EXPENDITURES					
Certificated New Positions - FTE	10.1	2.5	2.0	2.0	Based on Enrollment & Program Projections
Estimated Retirements - FTE	2.0	3.0	0.0	0.0	Based on Notifications
Reductions in Staffing - FTE - Temp Cert	0.0	0.85	0.0	0.0	Categorically Funded - Title I
Staffing Ratios:					
TK/Kindergarten	25:1	25:1	25:1	25:1	Per Contract - District-wide
1-3	25:1	25:1	25:1	25:1	Per Contract - District-wide
4-5	31:1	31:1	31:1	31:1	Per Contract
6-8	32:1	32:1	32:1	32:1	Per Contract
9-12	36:1	36:1	36:1	36:1	Per Contract
Certificated Step/Column	2.10%	2.10%	2.10%	2.10%	
Classified New Positions - FTE	6.7	1.5	0.0	0.0	New 18-22 Transition Program
Estimated Retirements - FTE	0.0	0.0	0.0	0.0	
Reductions in Staffing - FTE	0.0	0.94	0.0	0.0	Categorically Funded - Title I
Classified Step/Column	1.00%	1.00%	1.00%	1.00%	
Health Benefits	0.0%	0.0%	0.0%	0.0%	Contribution Capped
CalPERS Employer Rate	13.888%	15.531%	18.10%	20.80%	Per PCOE Common Message
CalSTRS Employer Rate	12.58%	14.43%	16.28%	18.13%	Per PCOE Common Message
Budget Reductions	-	-	-	-	
Transfers Out	173,560	173,560	223,560	223,560	To Fund 17 - Wetland Reserve
Designated for Economic Uncertainty	3%	3%	3%	3%	
Deferred Maintenance Reserve	2,321,651	156,955	156,955	-	Reserved for Roofing Needs
Site Allocations:					
Elementary	$ 47.00	$ 47.00	$ 47.00	$ 47.00	
Middle School	$ 58.50	$ 58.50	$ 58.50	$ 58.50	
High School	$ 83.75	$ 83.75	$ 83.75	$ 83.75	
Lottery per teacher	$ 500.00	$ 500.00	$ 500.00	$ 500.00	Per Contract

The 2017-18 Proposed Budget also includes the LCFF Supplemental Funds budget that has been reviewed by the District LCAP Committee. Negotiations are expected to be completed for the 2016-17 school year with all bargaining units, management, contract and confidential employees by the end of the fiscal year but are not included in the 2016-17 Estimated Actuals Budget and 2017-18 Proposed Budget as the tentative agreements are not yet ratified by the bargaining units nor the board.

GOVERNOR'S MAY BUDGET REVISION

Local Control Funding Formula

The Governor calculates the 2017-18 Proposition 98 guarantee at $74.6 billion, up about $1.1 billion compared to January. The budget also provides $1.4 billion Local Control Funding Formula, an additional $661 million from January's Proposal. This increase brings the formula to 97 percent of full implementation.

The uptick in revenues means that K-12 education will not face a deferral and will receive additional dollars towards the Local Control Funding Formula.

LCFF Gap Closure Estimates – May Revision 2017
(Dollars in Millions)

	2016-17	2017-18	2018-19	2019-20	2020-21
LCFF Funding - State	$2,942	$1,387	$2,015	$1,472	$1,857
Gap Closure	55.03%	43.97%	71.53%	73.51%	100.00%
COLA	0.00%	1.56%	2.15%	2.35%	2.57%

One-Time Funding

The Governor has proposed to increase the unrestricted one-time per ADA funds included in the January budget, from $48 to $170 per ADA to be paid in May 2019 to avoid the possibility of appropriation of Prop. 98 over the minimum.

The DOF has confirmed that the one-time $1.012 billion discretionary funding proposed by the governor at May Revision will not be paid until May 2019, and only if the 2017-18 Prop. 98 minimum guarantee is determined by the DOF to be greater than or equal to the amount in the 2017-18 final budget. If the DOF determines that the guarantee has dropped and Prop. 98 is appropriated over the minimum, the necessary reduction will be taken from the $1.012 billion. Based on this information, it is recommended that districts not include any of these one-time funds in their budgets or MYPs.

Other State Programs

The Governors May Revision proposes a Cost-of-Living Adjustment (COLA) to increase slightly from the 1.48% estimated in January to 1.56%. Categorical programs, such as Child Nutrition and Special Education, are projected to receive a COLA for the 2017-18 budget year.

Special Education

A 1.56% COLA was funded for special education base programs. The Governor's May Revision includes a summary of actions taken by the DOF as a result of the Governor's Budget and the Administration's desire to solicit stakeholder feedback on recent reports on special education finance. The May Revision states that "given the scope of the feedback and the complexity of this program area, the Administration will spend additional time in the coming months examining these issues to chart a path forward that will maximize resources to serve students while increasing transparency and accountability."

CalSTRS and CalPERS Employer Contributions

Since Second Interim guidance was issued, the CalPERS Board adopted final 2017-18 employer contribution rates and revised projected out-year rates. The new adopted/projected rates are as follows:

	PERS Adopted	PERS Projected						
Fiscal Year	**2017-18**	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Employer Rate	**15.53%**	18.10%	20.80%	23.80%	25.20%	26.10%	26.80%	27.30%

CalSTRS rate projections are unchanged (see below), but the STRS Board's adoption of a lower discount rate could lead to higher rates after 2020-21.

STRS Rates Per Legislation				
Fiscal Year	2017-18	2018-19	2019-20	2020-21
STRS Employer Rate	14.43%	16.28%	18.13%	19.10%

Fund Balance Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum Reserve Standard for Economic Uncertainties for each fiscal year identified in the budget. Below are the details of those unassigned funds that are reserved for specific district needs:

	Estimated Actuals 2016-17 Combined	Preliminary Budget 2017-18 Combined
Components of Ending Fund Balance		
Nonspendable:		
Reserve - Revolving Fund	5,000	5,000
Restricted:		
Reserve - Designated Programs	156,071	156,071
Unassigned/Unappropriated:		
Reserve - Economic Uncertainty @ 3%	2,321,651	2,004,565
Reserve - Deferred Maintenance Reserve	158,455	156,955
Reserve - Charter Technical Assistance	93,812	93,812
Reserve - GAP Funding Contingency - Subsequent Budget Year	743,919	0
Reserve - Unassigned Economic Uncertainty surplus/(deficit)	1,837,424	1,400,637
Total Ending Fund Balance	2,675,155	3,817,040

2017-18 Proposed Budget for the General Fund and Other Funds

The 2017-18 Proposed Budget for the General Fund and Other Funds are presented in the following pages and display the 2016-17 Estimated Actuals Budget as well as the 2017-18 Proposed Budget.

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption) - Proposed Budget
General Fund Unrestricted and Restricted (01)

		2016-17 Estimated Actuals			2017-18 Budget			
		(A)	(B)	(C) = (A) + (B)	(D)	(E)	(F) = (D) + (E)	% Diff
A REVENUES	Object	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	C & F
1 LCFF Sources	8010-8099	53,637,050	949,170	54,586,220	55,591,298	951,583	56,542,881	3.6%
2 Federal Revenue	8100-8299	2,624	2,495,146	2,497,770	2,394	2,121,325	2,123,719	-15.0%
3 Other State Revenue	8300-8599	2,549,160	7,342,548	9,891,708	1,199,528	1,813,452	3,012,980	-69.5%
4 Other Local Revenue	8600-8799	1,540,515	2,471,645	4,012,160	1,233,000	2,406,967	3,639,967	-9.3%
5 TOTAL REVENUES		**57,729,349**	**13,258,509**	**70,987,858**	**58,026,220**	**7,293,327**	**65,319,547**	**-8.0%**
B EXPENDITURES								
1 Certificated salaries	1000-1999	25,817,553	5,184,198	31,001,751	26,380,190	5,098,339	31,478,529	1.5%
2 Classified salaries	2000-2999	5,869,440	3,095,274	8,964,714	5,806,241	3,194,758	9,000,999	0.4%
3 Employee Benefits	3000-3999	10,829,909	5,219,736	16,049,645	11,610,833	3,356,941	14,967,774	-6.7%
4 Books & Supplies	4000-4999	5,555,825	1,584,231	7,140,056	1,923,194	1,121,837	3,045,031	-57.4%
Services & Other								
5 Operating Expenditures	5000-5999	4,934,104	3,288,162	8,222,266	4,084,286	1,989,545	6,073,831	-26.1%
6 Capital Outlay	6000-6999	363,237	3,379,493	3,742,730	-	102,275	102,275	-97.3%
	7100-7299							
7 Other Outgo	7400-7499	311,989	1,784,369	2,096,358	282,179	1,697,890	1,980,069	-5.5%
8 Indirect Costs	7300-7399	(679,306)	676,602	(2,704)	(979,472)	976,243	(3,229)	19.4%
9 TOTAL EXPENDITURES		**53,002,751**	**24,212,065**	**77,214,816**	**49,107,451**	**17,537,828**	**66,645,279**	**-13.7%**
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		4,726,598	(10,953,556)	(6,226,958)	8,918,769	(10,244,501)	(1,325,732)	-78.7%
D 1 Interfund Transfers								
a) Transfers In	8900-8929			-			-	0.0%
b) Transfers out	7600-7629	173,560		173,560	173,560		173,560	0.0%
2 Other Sources/Uses								
a) Sources	8930-8979			-			-	0.0%
b) Uses	7630-7699			-			-	0.0%
3 Contributions	8980-8999	(9,875,655)	9,875,655	-	(10,244,501)	10,244,501	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		(10,049,215)	9,875,655	(173,560)	(10,418,061)	10,244,501	(173,560)	0.0%
E **NET INCREASE (DECREASE) IN FUND BALANCE**		**(5,322,617)**	**(1,077,901)**	**(6,400,518)**	**(1,499,292)**	-	**(1,499,292)**	**-76.6%**
F **FUND BALANCE, RESERVES**								
1 Beginning Fund Balance								
a) As of July 1 - Unaudited	**9791**	**10,482,878**	**1,233,972**	**11,716,850**	**5,160,261**	**156,071**	**5,316,332**	**-54.6%**
b) Audit Adjustments	9793	-	-	-	-	-	-	0.0%
c) As of July 1 - Audited		10,482,878	1,233,972	11,716,850	5,160,261	156,071	5,316,332	-54.6%
d) Other Restatements	9795	-	-	-	-	-	-	0.0%
e) Adjusted Beginning Balance		10,482,878	1,233,972	11,716,850	5,160,261	156,071	5,316,332	-54.6%
2 Ending Balance, June 30		**5,160,261**	**156,071**	**5,316,332**	**3,660,969**	**156,071**	**3,817,040**	**-28.2%**
Components								
a) Nonspendable								
Revolving Cash	9711	5,000		5,000	5,000		5,000	0.0%
Stores	9712	-	-	-	-	-	-	0.0%
Prepaid Expenditures	9713		-	-		-	-	0.0%
All Others	9719	-	-	-	-	-	-	0.0%
b) Restricted - Federal/State.Local Programs	9740		156,071	156,071		156,071	156,071	0.0%
c) Committed								
Stabilization Arrangements	9750	-		-	-		-	0.0%
Other Commitments	9760	-		-	-		-	0.0%
d) Assigned								
Other Assignments	9780	-		-	-		-	0.0%
e) Unassigned/unappropriated								
Reserve for Economic Uncertainty - 3%	**9789**	**2,321,651**		**2,321,651**	**2,004,565**		**2,004,565**	**-13.7%**
Reserve for Charter Technical Assistance	**9789**	**93,812**		**93,812**	**93,812**		**93,812**	**0.0%**
Reserve for Deferred Maintenance - Facilities/Roofing	**9789**	**158,455**		**158,455**	**156,955**		**156,955**	**-0.9%**
Reserve for New High School Startup Costs	**9789**	-		-			-	**0.0%**
GAP Funding Contingency Reserve - Subsequent Budget Year	**9789**	**743,919**		**743,919**	-		-	**-100.0%**
Unassigned/Unappropriated	**9790**	**1,837,424**		**1,837,424**	**1,400,637**		**1,400,637**	**-23.8%**

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption) - Proposed Budget
General Fund Unrestricted and Restricted (01)

		2016-17 Estimated Actuals			2017-18 Budget			
		(A) Unrestricted	(B) Restricted	(C) = (A) + (B) Total	(D) Unrestricted	(E) Restricted	(F) = (D) + (E) Total	% Diff C & F
G ASSETS								
1 Cash								
a) in County Treasury	9110	6,527,910	156,071	6,683,981				
1) Fair value adjustment to Cash in County Treasury	9111			-				
b) in Banks	9120			-				
c) in Revolving Fund	9130	5,000		5,000				
d) with Fiscal Agent	9135			-				
e) collections awaiting deposit	9140			-				
2 Investments	9150			-				
3 Accounts Receivable	9200	1,000,000	500,000	1,500,000				
4 Due from Grantor Government	9290			-				
5 Due from Other Funds	9310	-		-				
6 Stores	9320			-				
7 Prepaid Expenditures	9330	127,351		127,351				
8 Other Current Assets	9340	-	-	-				
9 TOTAL ASSETS		7,660,261	656,071	8,316,332				
H LIABILITIES								
1 Accounts Payable	9500	2,500,000	500,000	3,000,000				
2 Due to Grantor Governments	9590			-				
3 Due to Other Funds	9610			-				
4 Current Loans	9640	-		-				
5 Deferred Revenue	9650			-				
6 TOTAL LIABILITIES		2,500,000	500,000	3,000,000				
I FUND EQUITY								
Ending Fund Balance, June 30th		5,160,261	156,071	5,316,332				

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption) - Proposed Budget
Adult Education Fund (11)

		Object	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099	-	-	0.0%
	2 Federal Revenue	8100-8299	51,657	48,322	-6.5%
	3 Other State Revenue	8300-8599			0.0%
	4 Other Local Revenue	8600-8799			0.0%
	5 TOTAL REVENUES		51,657	48,322	-6.5%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999			0.0%
	2 Classified salaries	2000-2999	45,335	43,361	-4.4%
	3 Employee Benefits	3000-3999	24,255	25,092	3.5%
	4 Books & Supplies	4000-4999	298	-	-100.0%
	Services & Other				
	5 Operating Expenditures	5000-5999	2,500	-	-100.0%
	6 Capital Outlay	6000-6999			0.0%
		7100-7299			
	7 Other Outgo	7400-7499	-	-	0.0%
	8 Indirect Costs	7300-7399	2,829	3,229	14.1%
	9 TOTAL EXPENDITURES		75,217	71,682	-4.7%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(23,560)	(23,360)	-0.8%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	23,560	23,360	-0.8%
	b) Transfers out	7600-7629		-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979		-	0.0%
	b) Uses	7630-7699		-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING 4 SOURCES/USES		23,560	23,360	-0.8%
E	NET INCREASE (DECREASE) IN FUND BALANCE		-	-	0.0%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	22,908	22,908	0.0%
	b) Audit Adjustments	9793		-	0.0%
	c) As of July 1 - Audited		22,908	22,908	0.0%
	d) Other Restatements	9795		-	0.0%
	e) Adjusted Beginning Balance		22,908	22,908	0.0%
	2 Ending Balance, June 30		22,908	22,908	0.0%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	22,908	22,908	0.0%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Adult Education Fund (11)		
		2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	11,203		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	11,961		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		23,164		
H LIABILITIES				
1 Accounts Payable	9500	256		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		256		
I FUND EQUITY				
Ending Fund Balance, June 30th		22,908		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Child Development Fund (12)		
A REVENUES	Object	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299		-	0.0%
3 Other State Revenue	8300-8599		-	0.0%
4 Other Local Revenue	8600-8799		-	0.0%
5 TOTAL REVENUES		-	-	0.0%
B EXPENDITURES				
1 Certificated salaries	1000-1999		-	0.0%
2 Classified salaries	2000-2999		-	0.0%
3 Employee Benefits	3000-3999		-	0.0%
4 Books & Supplies	4000-4999		-	0.0%
Services & Other				
5 Operating Expenditures	5000-5999		-	0.0%
6 Capital Outlay	6000-6999			0.0%
	7100-7299			
7 Other Outgo	7400-7499	13,000	-	-100.0%
8 Indirect Costs	7300-7399		-	0.0%
9 TOTAL EXPENDITURES		13,000	-	-100.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(13,000)	-	-100.0%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	13,000	-	-100.0%
b) Transfers out	7600-7629		-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING				
4 SOURCES/USES		13,000	-	-100.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		-	-	0.0%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	9,917	9,917	0.0%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		9,917	9,917	0.0%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		9,917	9,917	0.0%
2 Ending Balance, June 30		9,917	9,917	0.0%
Components				
a) Nonspendable				
Revolving Cash	9711		-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	9,917	9,917	0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
District specific #1	9780	-	-	0.0%
District specific #2	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for				
Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Child Development Fund (12)		
		2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	9,917		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		9,917		
H LIABILITIES				
1 Accounts Payable	9500			
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650			
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		9,917		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Cafeteria Special Revenue Fund (13)		
	Object	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A REVENUES				
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	1,050,000	1,055,000	0.5%
3 Other State Revenue	8300-8599	76,000	78,000	2.6%
4 Other Local Revenue	8600-8799	704,000	719,000	2.1%
5 TOTAL REVENUES		1,830,000	1,852,000	1.2%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	846,685	783,908	-7.4%
3 Employee Benefits	3000-3999	379,378	381,507	0.6%
4 Books & Supplies	4000-4999	783,014	649,500	-17.1%
Services & Other 5 Operating Expenditures	5000-5999	48,904	37,085	-24.2%
6 Capital Outlay	6000-6999			0.0%
	7100-7299			0.0%
7 Other Outgo	7400-7499			0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		2,057,981	1,852,000	-10.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(227,981)	-	-100.0%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		-	-	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		(227,981)	-	-100.0%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	227,981	-	-100.0%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		227,981	-	-100.0%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		227,981	-	-100.0%
2 Ending Balance, June 30		-	-	0.0%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740			0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
District specific #1	9780	-	-	0.0%
District specific #2	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	0	0	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Cafeteria Special Revenue Fund (13)		
		2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	(20,997)		
1) Fair value adjustment to Cash in County Treasury	9111			
b) in Banks	9120			
c) in Revolving Fund	9130			
d) with Fiscal Agent	9135			
e) collections awaiting deposit	9140			
2 Investments	9150			
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290			
5 Due from Other Funds	9310			
6 Stores	9320	20,786		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	2,841		
9 TOTAL ASSETS		2,630		
H LIABILITIES				
1 Accounts Payable	9500			
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	2,630		
6 TOTAL LIABILITIES		2,630		
I FUND EQUITY				
Ending Fund Balance, June 30th		-		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) Special Reserve Fund for Other Than Capital Outlay Projects (17)		
	Object	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A REVENUES				
1 LCFF Sources	8010-8099			0.0%
2 Federal Revenue	8100-8299			0.0%
3 Other State Revenue	8300-8599			0.0%
4 Other Local Revenue	8600-8799	2,500	-	-100.0%
5 TOTAL REVENUES		2,500	-	-100.0%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	-	-	0.0%
Services & Other				
5 Operating Expenditures	5000-5999	-	-	0.0%
6 Capital Outlay	6000-6999	-	-	0.0%
	7100-7299			
7 Other Outgo	7400-7499	-	-	0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		-	-	0.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		2,500	-	-100.0%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	150,000	150,000	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		150,000	150,000	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		152,500	150,000	-1.6%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	212,000	364,500	71.9%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		212,000	364,500	71.9%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		212,000	364,500	71.9%
2 Ending Balance, June 30		364,500	514,500	41.2%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	-	-	0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
Wetlands Mitigation	9780	364,500	514,500	41.2%
	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

		2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	364,500		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		364,500		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		364,500		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption) - Proposed Budget
Building Fund (21)

	Object	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A REVENUES				
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	210,000	-	-100.0%
5 TOTAL REVENUES		210,000	-	-100.0%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	6,917	7,250	4.8%
3 Employee Benefits	3000-3999	3,017	3,194	5.9%
4 Books & Supplies	4000-4999	4,688	125,000	2566.4%
Services & Other				
5 Operating Expenditures	5000-5999	424,218	422,000	-0.5%
6 Capital Outlay	6000-6999	15,903,721	11,525,000	-27.5%
	7100-7299			
7 Other Outgo	7400-7499			0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		16,342,561	12,082,444	-26.1%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(16,132,561)	(12,082,444)	-25.1%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	55,000,000	-	-100.0%
b) Transfers out	7600-7629	55,509	-	-100.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979		-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		54,944,491	-	-100.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		38,811,930	(12,082,444)	-131.1%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	17,266,110	55,586,318	221.9%
b) Audit Adjustments	9793	(491,722)	-	-100.0%
c) As of July 1 - Audited		16,774,388	55,586,318	231.4%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		16,774,388	55,586,318	231.4%
2 Ending Balance, June 30		55,586,318	43,503,874	-21.7%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712			0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740			0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
	9780	-	-	0.0%
	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	55,586,318	43,503,874	-21.7%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Building Fund (21)		
		2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	56,078,040		
1) Fair value adjustment to Cash in County Treasury	9111			
b) in Banks	9120			
c) in Revolving Fund	9130			
d) with Fiscal Agent	9135			
e) collections awaiting deposit	9140			
2 Investments	9150			
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		56,078,040		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	491,722		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		491,722		
I FUND EQUITY				
Ending Fund Balance, June 30th		55,586,318		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption) - Proposed Budget
Developer Fees Fund (25)

		Object	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099	-	-	0.0%
	2 Federal Revenue	8100-8299	-	-	0.0%
	3 Other State Revenue	8300-8599	-	-	0.0%
	4 Other Local Revenue	8600-8799	1,343,971	1,300,000	-3.3%
	5 TOTAL REVENUES		1,343,971	1,300,000	-3.3%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	-	-	0.0%
	2 Classified salaries	2000-2999	221,859	225,250	1.5%
	3 Employee Benefits	3000-3999	82,198	86,537	5.3%
	4 Books & Supplies	4000-4999	112,700	5,000	-95.6%
	Services & Other				
	5 Operating Expenditures	5000-5999	89,859	-	-100.0%
	6 Capital Outlay	6000-6999	1,237,310	70,000	-94.3%
		7100-7299			
	7 Other Outgo	7400-7499	-	-	0.0%
	8 Indirect Costs	7300-7399	-	-	0.0%
	9 TOTAL EXPENDITURES		1,743,926	386,787	-77.8%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(399,955)	913,213	-328.3%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	53,709	343,971	540.4%
	b) Transfers out	7600-7629	800,000	800,000	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979	-	-	0.0%
	b) Uses	7630-7699	-	-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING 4 SOURCES/USES		(746,291)	(456,029)	-38.9%
E	NET INCREASE (DECREASE) IN FUND BALANCE		(1,146,246)	457,184	-139.9%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	966,829	312,305	-67.7%
	b) Audit Adjustments	9793	491,722	-	-100.0%
	c) As of July 1 - Audited		1,458,551	312,305	-78.6%
	d) Other Restatements	9795	-	-	0.0%
	e) Adjusted Beginning Balance		1,458,551	312,305	-78.6%
	2 Ending Balance, June 30		312,305	769,489	146.4%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	312,305	769,489	146.4%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Developer Fees Fund (25)		
		2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	312,305		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		312,305		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		312,305		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption) - Proposed Budget
County Facilities Fund (35)

	Object	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A REVENUES				
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	12,116	10,000	-17.5%
5 TOTAL REVENUES		12,116	10,000	-17.5%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	105	-	-100.0%
Services & Other				
5 Operating Expenditures	5000-5999	108,128	-	-100.0%
6 Capital Outlay	6000-6999	9,071	-	-100.0%
	7100-7299			
7 Other Outgo	7400-7499	-	-	0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		117,304	-	-100.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(105,188)	10,000	-109.5%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		-	-	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		(105,188)	10,000	-109.5%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	941,697	836,509	-11.2%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		941,697	836,509	-11.2%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		941,697	836,509	-11.2%
2 Ending Balance, June 30		836,509	846,509	1.2%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	836,509	846,509	1.2%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
District specific #1	9780	-	-	0.0%
District specific #2	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget County Facilities Fund (35)		
		2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	836,509		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		836,509		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		836,509		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Special Reserve Fund for Capital Outlay Projects (40)		
	Object	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A REVENUES				
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	2,800	2,000	-28.6%
5 TOTAL REVENUES		2,800	2,000	-28.6%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	3,658	-	-100.0%
Services & Other 5 Operating Expenditures	5000-5999	13,000	-	-100.0%
6 Capital Outlay	6000-6999	2,500	-	-100.0%
	7100-7299			
7 Other Outgo	7400-7499	-	-	0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		19,158	-	-100.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(16,358)	2,000	-112.2%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		-	-	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		(16,358)	2,000	-112.2%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	215,848	199,490	-7.6%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		215,848	199,490	-7.6%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		215,848	199,490	-7.6%
2 Ending Balance, June 30		199,490	201,490	1.0%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	199,490	201,490	1.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
District specific #1	9780	-	-	0.0%
District specific #2	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption) - Proposed Budget
Special Reserve Fund for Capital Outlay Projects (40)

		2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	199,708		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320			
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		199,708		
H LIABILITIES				
1 Accounts Payable	9500	218		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		218		
I FUND EQUITY				
Ending Fund Balance, June 30th		199,490		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Capital Project Fund for Blended Component Units (49)		
		2016-17	2017-18	Percent
A REVENUES	Object	Estimated Actuals	Budget	Difference
1 LCFF Sources	8010-8099	-		0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	6,060,000	5,870,000	-3.1%
5 TOTAL REVENUES		6,060,000	5,870,000	-3.1%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	-	-	0.0%
Services & Other				
5 Operating Expenditures	5000-5999	38,070	34,960	-8.2%
6 Capital Outlay	6000-6999	-	-	0.0%
	7100-7299			
7 Other Outgo	7400-7499	7,242,459	8,286,489	14.4%
8 Indirect Costs	7300-7399	-		0.0%
9 TOTAL EXPENDITURES		7,280,529	8,321,449	14.3%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(1,220,529)	(2,451,449)	100.9%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	800,000	800,000	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING				
4 SOURCES/USES		800,000	800,000	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		(420,529)	(1,651,449)	292.7%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	10,516,232	10,095,703	-4.0%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		10,516,232	10,095,703	-4.0%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		10,516,232	10,095,703	-4.0%
2 Ending Balance, June 30		10,095,703	8,444,254	-16.4%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	10,095,703	8,444,254	-16.4%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
	9780	-	-	0.0%
	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for				
Economic Uncertainty	9789	-		0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Capital Project Fund for Blended Component Units (49)		
		2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	6,190,185		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	3,905,518		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		10,095,703		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		10,095,703		

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Approval of Amended Schedule of Facility Use Fees

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

June 6, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

An amended copy of the Schedule of Facility Use Fees contained within Administrative Regulation 1330, "Use of School Facilities" is attached for the Board's approval. The Schedule of Fees has been updated to reflect the greater of the last two years' actual and the current year projected actual.

RECOMMENDATION:

Administration recommends the Board of Trustees approve amended Schedule of Facility Use Fees.

Exhibit (2) 1330

USE OF SCHOOL FACILITIES

Schedule of Facility Use Fees for the **2017-18** Year
Greater of the past two years' actual and current year projected actual

	Class II Direct Cost	Direct Cost	*Class III* Fair Rental
Indoor Facilities	**Per Hour**	**Weekly Rate**	**Per Hour**
Classroom	$ 8.00	$ 80.00	$ 19.00
Library	16.00	160.00	38.00
Elem School Multi-use	39.00	390.00	97.00
Elem School Kitchen	8.00	80.00	19.00
Middle School Multi-use: TBMS	71.00	710.00	180.00
Middle School Gym: TBMS	94.00	940.00	236.00
Middle School Kitchens: TBMS	16.00	160.00	39.00
Middle School Lockers: TBMS	30.00	300.00	75.00
Middle School Multi-use: GEMS	45.00	450.00	113.00
Middle School Kitchens: GEMS	9.00	90.00	21.00
Middle School Lockers: GEMS	30.00	300.00	75.00
High School Locker Rooms	27.00	270.00	67.00
High School Cafeteria	31.00	310.00	77.00
High School Kitchen	12.00	120.00	29.00
High School Theater	87.00	870.00	220.00
High School Gym	92.00	920.00	232.00
High School Multi	58.00	580.00	146.00
Outdoor Facilities			
Ball Field/Soccer/Softball	17.00	170.00	26.00
Football Stadium	125.00	1,250.00	188.00
Football Stadium w/Lights	159.00	1,590.00	239.00
Elem Playfields and hardcourt areas	7.00	70.00	11.00
Parking Lots	11.00	110.00	17.00

Regulation
approved: September 4, 2007
revised: April 15, 2008
revised: January 18, 2011
revised: June 19, 2012
revised: October 15, 2013
revised: June 17, 2014
revised: June 16, 2015
revised: June 30, 2016
revised: June 6, 2017

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students 2. Foster a safe, caring environment where individual differences are valued and respected. 3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. 4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students. 5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Increase Paid Meal Prices - 2017-18

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent, Business & Operations

ENCLOSURES:

None

DEPARTMENT:

Business Services/Nutrition Services

FINANCIAL INPUT/SOURCE:

Nutrition Services, Fund 13

MEETING DATE:

June 6, 2017

ROLL CALL REQUIRED:

No

BACKGROUND:

In 2015, the District increased the elementary school lunch price from $2.75 to $3.00, a 9 percent. Headstart preschool lunch also increased to $3.00 to follow the grade level increase. Breakfast prices for all schools have remained the same and lunch prices for middle and high school Lunch meal prices were last increased in July 2012.

The Cafeteria program has experienced increase pension PERS costs for labor, increasing food costs, repair and maintenance of food equipment and has supported the deficit spending with carryover fund balance reserves. In order to mitigate this staff surveyed local school district of current paid breakfast and lunch fees. While WPUSD is not the lowest in fees we are also need to keep pace with the average prices in our comparable districts.

Based on the comparative districts, administration is proposing an increase in the high school breakfast price from $2.00 to $2.25 and lunch price from $3.25 to $3.50. Also Adult meals price would increase from $3.75 to $4.00. All other meal prices will remain the same including milk prices.

The new high school breakfast and lunch meal and adult meal prices would be effective July 1, 2017.

A review of neighboring and comparable school districts shows that Western Placer Unified School District's high school breakfast and lunch prices are slightly below average, along with the lunch prices for adults. Therefore, we recommend implementing the following pricing structure beginning in the 2017-18 school year:

PROPOSED BREAKFAST (B) AND LUNCH (L) PROGRAM PRICES Effective July 1, 2017:

Grade Range	Current Price	Proposed Price	Increase
K-5 – B	$1.75	$1.75	-0-
K-5 – L	$3.00	$3.00	-0-
6-8 - B	$1.75	$1.75	-0-
6-8 - L	$3.00	$3.00	-0-
9-12 – B	**$2.00**	**$2.25**	**+$0.25**
9-12 - L	**$3.25**	**$3.50**	**+$0.25**
Reduced Breakfast	$0.30	$0.30	-0-
Reduced Lunch	$0.40	$0.40	-0-
Adult	**$3.75**	**$4.00**	**+$0.25**
Headstart Program	$3.00	$3.00	-0-
Milk/Juice Only	$0.50	$0.50	-0-

RECOMMENDATION:

Approve new meal price schedule for Western Placer Unified School District breakfast and lunch program effective the 2017-18 school year.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students 2. Foster a safe, caring environment where individual differences are valued and respected. 3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. 4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students. 5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
2017-2018 Title III ESSA Transition Plan

AGENDA ITEM AREA:
Action

REQUESTED BY:
Kerry Callahan
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Title III

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:
The Elementary and Secondary Education Act (ESEA), Title III, Limited English Proficient (LEP) and Immigrant student program statutes require participating local educational agencies (LEAs) to develop an annual plan for use of Title III funds. Under No Child Left Behind (NCLB), this was done through an annual addendum to Goal #2 of the LEA Plan. Under the Every Student Succeeding Act (ESSA), this will be done through an addendum to the annual LCAP, which will serve as both the State and Federal Accountability Plan. Until such time, however, LEAs are required to develop and have board approved a Title III ESSA Transition Plan to outline its intended use of Title III funds.

In accordance with above, educational services has developed the 2017-2018 Title III ESSA Transition Plan, including the budget, for review and approval.

RECOMMENDATION:
Administration recommends that the board review and approve the enclosed 2017-2018 Title III ESSA Transition Plan.

2017-2018 Title III ESSA Transition Plan

All limited English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 31 66951 0000000 **LEA Name: Western Placer Unified School Dist.** **Title III Improvement Status: Year 4+**

Fiscal Year: 2017-2018 **EL Amount Eligibility: $75,910** **Immigrant Amount Eligibility: $3,473**

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content

Provide effective professional development in accordance with Title III

In 2017-2018, we will host five two-day ELD Institutes throughout the school year, training approximately 75 certificated staff members on best practices related to integrated and designated ELD. These institutes include follow-up coaching/observation cycles with our district's English Learner Teachers on Special Assignment (TOSAs). Additionally, we will send our parent/school/community liaisons and various other support staff to the California Assosication of Bilingual Educators (CABE) conference in March, 2018.

Our data shows that our English Learners tend to stagnate when they reach the intermediate stage of English Language acquisition. Therefore, we are also continuing to provide extensive training for our elementary school teachers on Guided Language Acquisition Design (GLAD); GLAD is a standards-based ELD instructional model that utilizes research-proven instructional strategies to address the skill gaps that lead to English Learners becoming Long-Term English Learners.

Lastly, teachers and support staff utilize weekly collaboration (PLC) time to monitor student progress and develop intervention plans for students in need of additional scaffolding and/or supports.

Implement programs and activities in accordance with Title III

Teachers use research-based strategies to assist students in meeting or exceeding state standards in all core areas. Integrated and designated ELD instruction, beyond mainstream English, is provided to accelerate English Learners' progress toward English proficiency.

Our data shows that many of our Long-Term English Learners (LTELs) continue to struggle academically and are unable to meet the district's criteria for reclassification. To that end, we adopted AVID Excel in 2016-17, a middle school program designed specifically to reclassify LTELs by the end of 8th grade so they can begin high school prepared to take college preparatory coursework; this program is provided in addition to LTEL students' core English class and designated/integrated ELD. The AVID Excel program will add a second class (8th grade) in 2017-2018.

Lastly, the district provides designated educational services staff to ensure teachers and administrators have the adequate supports they need to help English Learners achieve, and to ensure teachers and administrators are accountable for implementing and complying with best practices for English Learners.

Ensure English Proficiency and Academic Achievement

All students participate in state testing, the results of which are used to determine academic progress and proficiency. Additionally, English Learners take the CELDT, which determines progress toward English proficiency. Other site-based formative assessments are also used to monitor student progress. The results of these assessments are reported to the school board, to school site councils, and to the district's DAC/DELAC group; the results are also used to adjust instruction and provide appropriate interventions for struggling students.

EL Intervention Plans are in place for English Learners who are struggling academically. The academic progress of recently reclassified students is also monitored twice yearly.

In addition, teachers and support staff utilize weekly collaboration (PLC) time to regularly monitor student progress and develop intervention plans for students in need of additional scaffolding and/or supports. Principals continually conduct informal and formal classroom walkthroughs to provide constructive feedback for teachers related to instructional programs and the use of research-based instructional strategies; these walkthroughs include oversight of designated and integrated ELD and appropriate scaffolding for English Learners. Principals meet twice a month with educational services staff to discuss school/student progress and next steps in academic improvement efforts. These discussions include targeted work with subgroup data. In 2016-17, the district worked with Solution Tree to tighten and hone its implementation of the PLC process. This included designating explicit PLC time, throughout the school year, that focused exclusively on evaluating EL and RFEP student data to adjust instruction, to develop appropriate classroom scaffolding and interventions, and to create and monitor intervention plans for struggling EL and RFEP students. This work will continue in 2017-2018, with a stronger emphasis on structured data-driven decision making.

Promote parental and community participation in programs for ELs

The district maintains a District Advisory Council/District English Learner Advisory Committee (DAC/DELAC) that meets regularly to discuss and give input regarding programs and services. In 2016-2017, the DAC/DELAC committee provided some of the following feedback – Members feel strongly that the targeted after school tutoring program needs to be grown; they have seen a direct positive impact on their their own children's academic achievement. The committee also feels strongly about the AVID program, including AVID Excel. Our DAC/DELAC Committee is most thankful for the addition of our three parent/school/community liaisons. The increased ability to communicate at all school sites has greatly improved parents' engagement and participation at our schools. Committee members mentioned that they feel more welcome and more a part of their school communities than they have in years past. The DAC/DELAC Committee also spent time providing us with specific requests and ideas related to our new summer transition programs at the middle schools and high school.

Additionally, each school site with over twenty-one English Learners has an English Learner Advisory Committee (ELAC) that provides the same services at the site level. WPUSD provides Continuing Education classes for parents to assist them in acquiring the skills needed to help their children be successful in school; some of the classes offered to parents are Latino Literacy, GED, Computer Literacy, and English as a Second Language (ESL). WPUSD is in the process of updating its parent involvement plan to align with the Dr. Joyce Epstein's parent involvement framework.

Lastly, with LCFF supplemental funds, the district hired three full-time bilingual parent liaisons to assist families in navigating our educational system. These liaisons work closely with English Learner and immigrant students' families to ensure they are equipped with the skills to effectively support their children's academic experiences. They also work closely with other district staff to ensure all resources and supports are being provided to students and families.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content – detailed activities and expenditures	Implement effective programs/activities and ensure English proficiency and academic achievement: a. The district will continue its work with developing unit maps, instructional guides, and common assessments tied to the new ELA/ELD State Standards. b. Teachers will continue to use research-based instructional strategies that benefit English Learners (i.e. – SDAIE, EDI, GLAD, AVID) as part of their normal teaching pedagogy. Additional sections at the secondary levels will be provided to ensure that designated ELD classes are well below the general staffing ratio of 36:1 c. Teachers, administrators, and district office staff will continue to utilize the results of standardized assessments (SBAC, CELDT) to measure increases in students' English proficiency and overall academic progress. d. Teachers meet weekly, during dedicated collaboration time built into their workday, in PLC groups to develop/adjust their curriculum, analyze data, design lessons, share best practices, monitor student progress, and identify appropriate interventions for struggling students. e. Teachers will continue to use research-proven ELD materials that best support their English Learners' needs. f. The AVID Excel program will continue in 7th grade and be added in 8th grade at Glen Edwards Middle School in 2017-2018. This program, chosen for Glen Edwards Middle School due to its high population of LTELs, will augment present intervention programs, core English classes, and designated/integrated ELD. g. Principals will conduct regular formal and informal walkthroughs to monitor instruction and provide feedback to teachers. h. Continue to provide designated Educational Services staff to provide supplemental guidance and supports to help English Learners achieve.	a. Teachers, Principals, Educational Services Staff b. Teachers c. Teachers, Principals, Educational Services Staff d. Teachers, Principals e. Teachers f. Teachers, Principal, District AVID Excel Director g. Principals h. EL TOSAs and ELA/ELD TOSA, Director of Supplemental Programs & Accountability	a. Illuminate Assessment System; Sub Costs b. Additional Sections at Secondary Schools c. none d. none e. Instructional Materials Costs f. AVID Excel section, curriculum, training, summer bridge program, and yearly licensing fee g. none h. Salary and benefits for Director of Supplemental Programs and Accountability, EL TOSAs & ELA/ELD TOSA	a. $94,970 b. $202,104 c. none d. none e. $19,500 f. $43,044 g. none h. $415,257	a. LCFF Supplemental $94,970 b. LCFF Supplemental $202,104 c. none d. none e. LCFF Base $19,500 f. Title I $20,000 Title III LEP $5,044 g. none h. Title I $80,234 Title II $4,829 Title III LEP $35,473 LCFF Supplemental $297,629

	Provide high quality professional development: a. Teachers will continue to receive ongoing training and coaching on the use of research-based instructional strategies and on "effective first instruction". b. Teachers have received, and will continue to receive, ongoing training and coaching on how to effectively provide integrated and designated ELD instruction to their students. c. Over 95 teachers have been trained to use GLAD strategies in their classrooms. Another 30 teachers will be GLAD trained in 2017-2018. d. The AVID Excel team at Glen Edwards Middle School will continue to receive ongoing training and coaching to help them implement the new program with fidelity. e. Teams of teachers are regularly sent to research-based workshops to improve their practice. Teams of teachers have recently attended, and will continue to attend, workshops on Effective First Instruction, Youth Development, Co-Teaching, PLCs, Integrated and Designated ELD, GLAD, AVID and the annual CABE conference.	a. Teachers, Principals, Educational Services Staff b. Teachers, Principals, Educational Services Staff c. Teachers, Principals, Educational Services Staff d. Teachers, Principal, District AVID Excel Director e. Teachers, Principals, Educational Services Staff	a. Sub Costs; PD Service Contract b. none c. Sub Costs; PD Service Contract d. See (f) in section B.1 above e. Sub Costs; PD Registration Costs; Travel	a. $70,000 b. none c. $100,000 d. See (f) in section B.1 above e. $68,445	a. Title I $10,000 Title II $5,000 LCFF Supplemental $10,000 (carryover) Educator Effectiveness Funds $25,000 b. none c. Title I $17,000 LCFF Supplemental $33,000 Title III LEP $16,522 Educator Effectiveness Funds $20,000 d. See (f) in section B.1 above e. Title I $10,000 Title II $10,000 Title III LEP $8,445 LCFF Supplemental $10,000 Educator Effectiveness Funds $30,000

	Promote parent, family, and community engagement: a. Continue to provide parent education classes to support English Learner parents in being actively involved in the education of their children. b. Continue to facilitate DAC/DELAC meetings to receive parent input on district programs and services related to English Learners	a. Continuing Education teachers & Parent/School/ Community Liaisons b. Director, Supplemental Programs	a. Hourly pay for Continuing Education teachers, curriculum, supplies (for evening classes) b. none	a. $12,000 b. none	a. Title I $6,000 Title III LEP $6,000 b. none

F. EL Overall Budget	EL 2% for Administrative/Indirect Costs:	$1,430
	EL Estimated Costs Total:	$71,484

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Enhanced instructional opportunities to immigrant students and their families a. The Teachers on Special Assignment for English Learner Services continue to be responsible for case managing all immigrant students in WPUSD. Case management will include, but not be limited to: monitoring academic progress; communicating with immigrant families (utilizing bilingual Parent/School/Community Liaisons as needed); working closely with administration, counselors and teachers to ensure immigrant students are receiving adequate instructional services and supports; and meeting with immigrant students to discuss progress and needs. *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities	a. Director of Supplemental Programs & Accountability; EL TOSAs, Parent/School/ Community Liaisons	a. Salary and benefits for EL TOSAs	a. $180,000 *also mentioned in section B.1(h) above*	a. Immigrant $3,404 LCFF Supplemental $167,596 Title III LEP $9,000

H. Immigrant Overall Budget		
	Immigrant Administrative/Indirect Costs:	$69.00
	Immigrant Estimated Costs Total:	$3,404

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Plan for use of College Readiness Block Grant Funds

AGENDA ITEM AREA:
Action

REQUESTED BY:
Kerry Callahan
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
College Readiness Block Grant

MEETING DATE:
June 6, 2017

ROLL CALL REQUIRED:
No

BACKGROUND:
As a condition of receiving College Readiness Block Grant (CRBG) funds, a school district, county office of education, charter school, or state special school is required to develop and adopt a plan delineating how the CRBG funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

The College Readiness Block Grant (CRBG) was established for the purposes of providing California's high school pupils, particularly unduplicated pupils as defined in Education Code (EC) sections 42238.01 and 42238.02, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years. Funds from the CRBG may be used for, but are not limited to professional development, college counseling services, college readiness materials, developing A-G advising plans, collaborative partnerships with postsecondary institutes, paying fees for unduplicated pupils to take advanced placement exams, and expanding access to coursework that will satisfy A-G requirements.

Western Placer received $88,696 in CRBG funds. The proposed plan for the use of these funds was presented during the public hearing on May 16, 2017 and opportunity for public comment was provided.

RECOMMENDATION:
Administration recommends the Board adopt the plan for use of College Readiness Block Grant funds.

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

College Readiness Block Grant
July 1, 2016 through June 30, 2019

Background Information

The College Readiness Block Grant (CRBG) was established for the purposes of providing California's high school pupils, particularly unduplicated pupils as defined in Education Code (EC) sections 42238.01 and 42238.02, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years. Funds from the CRBG may be used for, but are not limited to professional development, college counseling services, college readiness materials, developing A-G advising plans, collaborative partnerships with postsecondary institutes, paying fees for unduplicated pupils to take advanced placement exams, and expanding access to coursework that will satisfy A-G requirements.

As a condition of receipt of funds, Local Education Agencies (LEAs) shall report to the California Department of Education (CDE) by January 1, 2017, on how the LEA will measure the impact of funds received on the unduplicated pupils' access and matriculation to high education. On November 17, 2016, WPUSD reported to CDE that they will measure the impact of the funds on unduplicated pupils by annually reviewing the following college readiness data:

- 11th Grade SBAC results in English language arts and mathematics
- Graduation rates
- Advanced Placement (AP) data; enrollment in and successful completion of AP courses
- A-G completion rates
- College acceptance and enrollment rates

In addition to reporting on how the LEAs will measure impact of CRBG funds, LEAs shall also develop a plan describing how funds will be used to increase or improve services for unduplicated pupils to ensure college readiness. To ensure community and stakeholder input the plan shall be discussed at a regularly scheduled meeting by the governing board of the school district and adopted at a subsequent regularly scheduled meeting.

Western Placer received $88,696 ($84,836 less indirect) in CRBG funds and is committed to utilizing these funds in accordance with the aforementioned purposes to increase the number of pupils, particularly unduplicated pupils, who meet college readiness standards, enroll in institutions of higher education, and complete an undergraduate degree within four years.

On the subsequent page, is WPUSD's plan for the use of the CRGB funds.

Plan for Use of CRBG Funds

Activity	Description of Activity	Estimated Budget
Professional Development	Training for AVID, Advanced Placement, ESM, ERWC, academic advising, and other college preparatory curriculum will be supported for staff as deemed appropriate.	$39,836
College Promotion	Various activities that promote a college going culture for students and families in our district will be supported and expanded. Activities will include, but not be limited to the following: college visits, college & career fair, senior parade, and guest speakers.	$8,000
College & Career Center	Materials, equipment, etc. will be provided in a centralized location to ensure students have appropriate and adequate resources to support them in making college and career decisions.	$4,000
Parent Education	Parent education will be provided to ensure parents know how to support their students on the path to college. Topics for parent education will include, but not be limited to: A-G requirements, Common Application, FASFA, Scholarships, and Mental Wellness.	$10,000
Student Testing	Exam fees for placement exams (AP, SAT, ACT, etc.) will be paid for unduplicated students and efforts to encourage them to take such exams will be enhanced through counseling outreach and services.	$15,000
Naviance	Support for the implementation and use of Naviance – an online college and career readiness platform – will be provided. Support may include, but not be limited to, annual licensing of Naviance, professional development, and parent education.	8,000

CRBG Plan Alignment with District LCAP

Goal three in Western Placer's LCAP is to ensure that all students graduate from high school college and career ready. This has resulted in the district providing increased resources to increase students' college and career readiness. Additional counseling staff, including a college and career specialist, have been hired to provide enhanced academic and career guidance. The district has purchased Naviance – an online platform to support students' college and career readiness. Furthermore, the district has expanded its AVID and AP programs to ensure that more students are gaining access to and supports for college preparatory coursework. Lastly, the district has strengthened its relationship with local community colleges, which has resulted in more seamless transitions for students into postsecondary education.

Additional College Readiness Activities Not Funded with CRBG Funds

Beyond the activities outlined in the plan above to supported by the CRBG funds, WPUSD is providing additional college readiness supports through other funding sources as outlined in their LCAP (see district LCAP for full details). These supports include, but are not limited to: additional counseling staff, including a college and career specialist; Naviance; expansion of AVID; credit recovery; peer tutoring; parent liaisons; and professional development.