

Western Placer Unified School District
Regular Meeting of the Board of Trustees

June 30, 2016, 7:00 P.M.

WPUSD District Office/City Hall Building—3rd Floor Conference Room
600 Sixth Street, Lincoln, CA 95648

AGENDA

2015-2016 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.

5:30 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 Board Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

3. **ACTION/ INFORMATION/ DISCUSSION ITEM**

3.1 Action UNIFORM COMPLAINT, CASE #UCP 008

Action to hear a complaint or accept the District's decision

5:35 P.M.

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

4.1 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

4.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

4.3 PERSONNEL

Public Employee Employment/Discipline/Dismissal/Release

Public Employee – CL 15/16.8

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- 4.4 LIABILITY**
Rejection of Claim, (Student 15/16.1) pursuant to Government Codes 910 & 910.2
- 4.5 CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
Property Designated as Parcel's #008-081-012-000, #008-043-006-000, & #008-043-007-000
- 4.6 UNIFORM COMPLAINT - UCP**
Uniform Complaint, Case # UCP 008
- 4.7 STUDENTS**
Student Private Placement – Case No. 2016060475

7:00 P.M.

- 5. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – District Office/City Hall Bldg. – 3rd Floor Conference Room
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:
 - 5.1 Page 11 - 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
 - 5.2 Page 12 - CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477
 - 5.3 Page 13 - PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release
Public Employee – CL 15/16.8
Roll call vote:
 - 5.4 Page 14 - LIABILITY**
Rejection of Claim, (Student 15/16.1) pursuant to Government Codes 910 & 910.2
 - 5.5 Page 15 – CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
Property Designated as Parcel's #008-081-012-000, #008-043-006-000, & #008-043-007-000
 - 5.6 Page 16 – UNIFORM COMPLAINT – UCP**
Uniform Complaint, Case # UCP 008

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5.7 Page 17 - STUDENTS

Student Private Placement – Case No. 2016060475

6. Page 19-103 - 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.

- 6.1 Certificated Personnel Report
- 6.2 Classified Personnel Report
- 6.3 Unpaid Leave of Absence Request
- 6.4 Williams Uniform Quarterly Complaint Report.
- 6.5 Approve Re-Entry of Student #15/16-B
- 6.6 Ratification of Agreement with KidZKount and WPUSD
- 6.7 Ratification of Annual Contract with Document Tracking Services
- 6.8 Ratification of Contract with Center for Hearing Health
- 6.9 Ratification of Contract with PCOE – WPUSD – Preschool Program
- 6.10 Ratification of Agreement with PCOE and WPUSD – Child Care Food Program
- 6.11 Ratification of Contract – Dave & Buster's and Western Placer USD – Annual District Administrator's Orientation Meeting.
- 6.12 CARS/Consolidated Application (Spring Release)
- 6.13 Ratification of Contract with Hobsons for Naviance
- 6.14 Ratification of Agreement between Western Governors University and the WPUSD
- 6.15 Ratification of Agreement between National University and the WPUSD

*Roll call vote:***7. COMMUNICATION FROM THE PUBLIC**

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8. REPORTS & COMMUNICATION

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

9. PUBLIC HEARING

9.1 Page 105 - Public Hearing Regarding the Western Placer Unified School District Intent to Adopt and Levy Increased Statutory Developer Fees and 2016 School Facility Fee Justification Report

The Western Placer Unified School District is authorized to collect developer fees (referred to as Level 1 fees) as established by the State Allocation Board to assist in financing school facilities to serve students generated from new residential and commercial/industrial development.

June 30, 2016

Agenda**9.2 Page 136 - Public Hearing on Plan for use of Educator Effectiveness Funds**

As a condition of receiving Educator Effectiveness 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 Educator Effectiveness funds will be spent.

10. ♦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.

10.1 Action Page 142 – ADOPTION OF RESOLUTION NO. 15/16.27 TO LEVY INCREASED SCHOOL FACILITY FEES AND THE 2016 SCHOOL FACILITY FEE JUSTIFICATION REPORT – Adell (15-16 G & O

Component I, II, III, IV, V)

•The Western Placer Unified School District is authorized to collect developer fees (referred to as Level I fees) as established by the State Allocation Board to assist in financing school facilities to serve students generated from new residential and commercial/industrial development.

Roll call vote:

10.2 Information Page 147 – ANNUAL REPORT OF THE MEASURE “A” CITIZENS’ BOND OVERSIGHT COMMITTEE – Adell (15-16 G & O

Component I, II, III, IV, V)

•On March 17, 2015, the Board approved Resolution 14/15.21 pursuant to the requirements of the Education Code Section 15278, et seq., appointing members to the Measure “A” Citizens’ Oversight (“Committee”) to inform the public concerning the expenditures of the bond revenues as an accountability measure for the voters and taxpayers of the District. The President of the Committee will be presenting the annual report to the Board.

10.3 Action Page 148 – 2016-2019 LCAP–Callahan (15-16 G & O Component I, II, III, IV, V)

•The District has prepared the 2016-2019 Local Control Accountability Plan (LCAP), including the annual update, for board review and adoption. Adoption of the LCAP (including the annual update) shall be at the same meeting but prior to the adoption of the annual budget.

10.4 Action Page 284 – LEA PLAN, GOAL 2 – ANNUAL UPDATE – Callahan (15-16 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 update Goal 2 of their LEA Plan annually, including the budget (ESEA, Title III, Part A, Section 3114).

10.5 Discussion Page 294 – ANNUAL EVALUATION OF PARENT INVOLVEMENT POLICY & ADMINISTRATIVE REGULATIONS

– Callahan (15-16 G & O Component I, II, III, IV, V)

•As part of the annual release of the Con App and Title I requirements, the board is required to annually evaluate the Parent Involvement Policy and Administrative Regulation to ensure that they are supporting parental involvement and are compliant with Title I regulations.

June 30, 2016

Agenda

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- 10.6 Action** **Page 308 - APPROVE RESOLUTION NO. 15/16.26 AND CALLING FOR A LOCAL GENERAL OBLIGATION BOND MEASURE FOR NOVEMBER 7, 2016 ELECTION** – Kilpatrick (15-16 G & O Component I, II, III, IV, V)
 ●Staff has presented the Board with an updated Facilities Master Plan which shows the need for significant upgrades, repairs, and enhancements to Glen Edwards Middle school as well as the need for the construction of a new elementary school in the southern portion of the District to alleviate overcrowding.
Roll call vote:
- 10.7 Action** **Page 319 - APPROVE RESOLUTION NO. 15/16.25 THE EDUCATION PROTECTION ACCOUNT AND SPENDING PLAN FOR 2016-17** – Kilpatrick (15-16 G & O Component I, II, III, IV, V)
 ●Proposition 30, The School and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012 temporary increases that states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA).
Roll call vote:
- 10.8 Action** **Page 323 – 2016-17 WESTERN PLACER UNIFIED SCHOOL DISTRICT BUDGET ADOPTION** – Kilpatrick (15-16 G & O Component I, II, III, IV, V)
 ●By June 30^h of each year, the school district must adopt a budget for all funds for the ensuing fiscal year. ([Appendix A, SACS form-click here](#))
- 10.9 Action** **Page 341 – APPROVAL OF AMENDED SCHEDULE OF FACILITY USE FEES** – Kilpatrick (15-16 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. The Schedule of Fees has been updated to reflect the greater of the last two years’ actual and the current year projected actual.
- 10.10 Discussion/Action** **Page 344 – CONSIDER APPROVING JOB DESCRIPTION FOR COLLEGE & CAREER SPECIALIST** – Simon (15-16 G & O Component I, II, III, IV, V)
 ●As a part of the ongoing review of job descriptions and the needs of the district there exists a need to approve a job description for a College & Career Specialist in order to establish job requirements.
- 10.11 Discussion/Action** **Page 348 – CONTRACT EXTENSION FOR DIRECTOR OF TECHNOLOGY** – Simon (15-16 G & O Component I, II, III, IV, V)
 ●The Western Placer Unified School District’s Director of Technology is Tsugufumi Furuyama. His current contract expires on June 30, 2017.
- 10.12 Discussion/Information** **Page 349 – PLACER COUNTY SCHOOL BOARD ASSOCIATION ELECTIONS – COMMITTEE NOMINATIONS** – Leaman (15-16 G & O Component I, II, III, IV, V)
 ●Placer County School Board Association Elections Committee Nominations

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Agenda

10.13 Action Page 351 - ADOPTION OF REVISED/NEW POLICIES/EXHIBITS/REGULATIONS – Leaman (15-16 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.

- AR 4112.23 Special Education Staff
- AR 5112.20 Exclusions From Attendance
- AR 6142.1 Sexual Health and HIV/AIDS Prevention Instruction
- AR 6173.1 Education For Foster Youth
- BP 6179 Supplemental Instruction
- BP 6190 Evaluation of the Instructional Program
- BB 9270 Conflict of Interest

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.

- High School in the Twelve Bridges Area
- Lincoln Crossing Elementary South/Facilities Update

11.2 BOARD MEMBER REPORTS/COMMENTS

12. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➤**August 2, 2016 7:00 P.M.**, Regular Meeting of the Board of Trustees - District Office/City Hall Bldg., 3rd Floor Conference Room

➤**August 16, 2016 7:00 P.M.**, Regular Meeting of the Board of Trustees - District Office/City Hall Bldg., 3rd Floor Conference Room

13. ADJOURNMENT

<p>BOARD BYLAW 9320: Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1</p>

Posted: 062316

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June 30, 2016

Agenda**10.13 Action Page 351 - ADOPTION OF REVISED/NEW POLICIES/EXHIBITS/REGULATIONS – Leaman (15-16 G & O Component I, II, III, IV, V)**

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Posted: 062316

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Western Placer Unified School District

CLOSED SESSION AGENDA

Place: District Office/City Hall Bldg. – Overlook Room (Fourth Floor)

Date: Tuesday, June 30, 2016

Time: 5:30 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.

**DISCLOSURE
OF ACTION
TAKEN IN
CLOSED SESSION,
IF ANY**

**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 30, 2016

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.

**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:

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 30, 2016

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.

**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:

Public Employee Discipline/Dismissal/Release

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Gabe Simon, Ed.D.
Assistant Superintendent of Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

Yes (Closed Session)

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Employee # CL 15/16.8 Discipline/Dismissal/Release

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee #CL 15/16.8 Discipline/Dismissal/Release.

**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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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:

Rejection of Claim (Student No. 15/16.1)
Pursuant to Government Codes 910 & 910.2

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Audrey Kilpatrick,
Assistant Superintendent of
Business and Operations

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the rejection of the claim.

RECOMMENDATION:

Administration recommends the Board of Trustees reject the claim.

**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:

CONFERENCE WITH REAL PROPERTY
NEGOTIATORS

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Scott Leaman, Superintendent
Audrey Kilpatrick, Asst. Superintendent
Of Business and Operations
Mike Adell, Director of Facilities

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustee will disclose any action taken in closed session in regard to Property designated as the following parcels:

Parcel #008-081-012-000

Parcel #008-043-006-000

Parcel #008-043-007-000

RECOMMENDATION:

Administration recommends the Board of Trustee disclose action taken in closed session in regard to Real Property.

**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:

Action to hear a complaint or accept the District's decision.

AGENDA ITEM AREA:

Action Prior to Closed Session

REQUESTED BY:

Scott Leaman
Superintendent
Gabe Simon, Ed.D.
Assistant Superintendent of Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

District Office

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

On April 1, 2016, the District received a uniform complaint, Case #UCP 008, regarding cheerleading tryouts at Lincoln High School. Per Administration Regulation 1312.3, the compliance officer Gabe Simon, Assistant Superintendent of Personnel Services, met with the school, had the matter investigated by an outside investigator, and prepared and sent written communication explaining the District's decision on May 25, 2016. The superintendent met with each of the parents involved prior to issuing the written communication to relay the District's decision personally.

Per Administrative Regulation 1312.3, one of the complainants appealed the District's decision and requested Board action. The Board will take a vote prior to entering closed session to determine if they desire to hear the complaint. If there is no motion to hear the complaint or three votes to act on the item, the District's decision will be final. If there is a decision to hear the complaint, the hearing will be held during closed session with the parent. The Board will report out in open session any action taken, if any.

RECOMMENDATION:

Administration recommends the Board accept the final written communication unless the Board desires to hear the item.

**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	
<ol style="list-style-type: none">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 students2. 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:
Student Private Placement
Case No. 2016060475

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent
Susan Watkins,
Director of Special Education

ENCLOSURES:
N/A

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 30, 2016

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to private placement.

RECOMMENDATION:

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

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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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:

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 30, 2016

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.

PERSONNEL REPORT

June 30, 2016

CERTIFICATED/MANAGEMENTNEW HIRES:

1. Name: Cleo Carrasco
 Position: High School Counselor
 FTE: 1.0
 Effective Date: August 1, 2016
 Site: Lincoln High School

2. Name: Caryn Carreiro
 Position: First/Second Grade Teacher
 FTE: 1.0
 Effective Date: August 12, 2016
 Site: Creekside Oaks Elementary School

3. Name: Stevie Crisosto
 Position: High School Counselor
 FTE: 1.0
 Effective Date: August 1, 2016
 Site: Lincoln High School

4. Name: Carol Marinaro
 Position: SDC Teacher
 FTE: 1.0
 Effective Date: August 12, 2016
 Site: Glen Edwards Middle School

5. Name: Timothy Murphy
 Position: SDC Teacher (ILS)
 FTE: 1.0
 Effective Date: August 12, 2016
 Site: Twelve Bridges Elementary School

6. Name: Shanna Parker
 Position: Teacher on Special Assignment – English Learners
 FTE: 1.0
 Effective Date: August 12, 2016
 Site: District Office - Multiple Sites

7. Name: Kathy Risucci
 Position: First Grade Teacher
 FTE: 1.0
 Effective Date: July 1, 2016
 Site: Lincoln Crossing Elementary School

RESIGNATIONS:

1. **Name:** Christy Aday
 Position: Elementary Music Teacher
 FTE: 0.6
 Effective Date: June 30, 2016
 Site: Twelve Bridges Elementary School

REQUEST FOR LEAVE OF ABSENCE:

1. **Name:** Adriana Crawford
 Position: Speech Language Pathologist
 FTE: 1.0
 Effective Date: October 10, 2016
 Site: Lincoln High School

REQUEST OF LEAVE OF ABSENCE/TEACHER ON SPEICAL ASSIGNMENT:

1. **Name:** Carrie Garbett
 Position: From: Third Grade Teacher To: Teacher on Special Assignment- EL Services
 FTE: 1.0
 Effective Date: July 1, 2016
 Site: From: Twelve Bridges Elementary School To: District Office

2. **Name:** Jennifer Horton
 Position: From: Science Teacher To: Teacher on Special Assignment-STEM/CTE
 FTE: 1.0
 Effective Date: July 1, 2016
 Site: From: Lincoln High School To: District Office

**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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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:

Classified Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Gabriel Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

June 30, 2016

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 30, 2016

CLASSIFIED/MANAGEMENT

NEW HIRES:

- | | | | |
|-----------|---------------------------------|-------------|-----------------------------|
| 1. Name: | Angelica Cardenas | Effective: | 8/17/16 |
| Position: | Grant Funded Instructional Aide | Site: | Creekside Oaks Elementary |
| Salary: | Range A, Step 1 | Replacement | |
| Hours: | 3.5 Hours/5 Days a week | | |
| Days: | 10 Months/Year | | |
| 2. Name: | Ryan Hansen | Effective: | 6/29/16 |
| Position: | Custodian/Groundsman | Site: | Glen Edwards Middle |
| Salary: | CSEA, Range 22, Step B | Replacement | |
| Hours: | 8 Hours/5 Days a week | | |
| Days: | 12 Months/Year | | |
| 3. Name: | Areil Lesh | Effective: | 8/17/16 |
| Position: | Paraprofessional Aide | Site: | Foskett Ranch Elementary |
| Salary: | CSEA, Range 17, Step A | Replacement | |
| Hours: | 7 Hours/4 Days a week | | |
| Days: | 10 Months/Year | | |
| 4. Name: | Sarah McCrary | Effective: | 8/17/16 |
| Position: | Campus/Café Supervisor | Site: | Carlin C. Coppin Elementary |
| Salary: | CSEA, Range 13, Step A | Replacement | |
| Hours: | 25 Minutes/5 Days a week | | |
| Days: | 10 Months/Year | | |
| 5. Name: | Elizabeth Morales | Effective: | 8/17/16 |
| Position: | Health Clerk | Site: | Glen Edwards Middle |
| Salary: | CSEA, Range 20, Step A | | |
| Hours: | 2 Hours/5 Days a week | | |
| Days: | 10 Months/Year | | |
| 6. Name: | Eden Salas | Effective: | 8/17/16 |
| Position: | Paraprofessional Aide | Site: | Foskett Ranch Elementary |
| Salary: | CSEA, Range 17, Step A | Replacement | |
| Hours: | 5.66 Hours/5 Days a week | | |
| Days: | 10 Months/Year | | |
| 7. Name: | Michelle Stieber | Effective: | 8/17/16 |
| Position: | Campus/Café Supervisor | Site: | First Street School |
| Salary: | CSEA, Range 13, Step A | | |
| Hours: | 30 Minutes/5 Days a week | | |
| Days: | 10 Months/Year | | |

ADDITIONAL POSITION:

- | | | | |
|-----------|-------------------------|------------|--------------------------|
| 1. Name: | Kathrine O'Toole | Effective: | 8/17/16 |
| Position: | Health Clerk | Site: | Foskett Ranch Elementary |
| Hours: | 2.5 Hours/5 Days a week | | |
| Days: | 10 Months/Year | | |

REHIRE:

- | | | | |
|-----------|--------------------------------|-------------|---------------------|
| 1. Name: | Debra Hutchinson | Effective: | 8/31/16 |
| Position: | Intervention Services Provider | Site: | First Street School |
| Hours: | 5.5 Hours/5 Days a week | Replacement | |
| Days: | 10 Months/Year | | |

TRANSFER/PROMOTION:

- | | |
|--|---|
| 1. Name: Holly Baser
Position: School Clerk III
Hours: 8 Hours/5 Days a week
Days: 11 Months/Year | Effective: 8/17/16
Site: Glen Edwards Middle
Replacement |
| 2. Name: Kathryn Allison
Position: Paraprofessional Aide
Hours: 5.66 Hours/5 Days a week
Days: 10 Months/Year | Effective: 7/1/16
Site: Twelve Bridges Elementary
Replacement |
| 4. Name: Kory Fink
Position: Paraprofessional Aide
Hours: 5.66 Hours/5 Days a week
Days: 10 Months/Year | Effective: 7/1/16
Site: Lincoln High School |
| 5. Name: Terry Lloyd
Position: Paraprofessional Aide
Hours: 5.66 Hours/5 Days a week
Days: 10 Months/Year | Effective: 7/1/16
Site: Lincoln High School |

RESIGNATION:

- | | |
|---|--|
| 1. Name: Jahnaliegh Dattilio
Position: Campus/Café Supervisor
Hours: 20 Minutes/5 Days a week
Days: 10 Months/Year | Effective: 6/3/16
Site: Lincoln Crossing Elementary |
| 2. Name: Michelle Eslinger
Position: Campus/Café Supervisor
Hours: 2 Hours/5 Days a week
Days: 10 Months/Year | Effective: 6/30/16
Site: Sheridan |
| 3. Name: Jasmin Kissinger
Position: Paraprofessional Aide
Hours: 7 Hours/4 Days a week
Days: 10 Months/Year | Effective: 6/3/16
Site: First Street School |
| 3. Name: Patricia Tofft
Position: Instructional Aide
Hours: 1 Hour/5 Days a week
Days: 10 Months/Year | Effective: 6/3/16
Site: Carlin C. Coppin Elementary |
| 4. Name: Patricia Tofft
Position: Instructional Aide
Hours: 2 Hours/5 Days a week
Days: 10 Months/Year | Effective: 6/3/16
Site: Creekside Oaks Elementary |
| 5. Name: Maria Woolley
Position: Campus/Café Supervisor
Hours: 1.84 Hour/5 Days a week
Days: 10 Months/Year | Effective: 6/3/16
Site: Creekside Oak Elementary |

**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:

Unpaid Leave of Absence Request

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Gabe Simon, Ed.D. 
Assistant Superintendent of
Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

Kendra Christiansen, a 7.5 hour teacher at Lincoln High School, is requesting an unpaid leave of absence for the 2016-2017 school year.

RECOMMENDATION:

District Administration recommends denial of the unpaid leave of absence for the individual listed above.



LINCOLN HIGH SCHOOL

790 J STREET
LINCOLN, CA 95648



June 9, 2016

Dear Scott Leaman and Members of the Board:

I, Kendra Christiansen, would like to request an unpaid leave of absence for the 2016/2017 school year.

This past May, my father-in-law took his own life unexpectedly. Our family is in Colorado and we are going to move there for the next year and help my mother-in-law get back on her feet after losing her husband of 43 years. Our sense of obligation to family has been heightened with this recent death. However, we feel as if the Sacramento area is home for our small family and we want to have the opportunity to return within a year's time. Our hope is that our extended family is more stable within that time frame.

I have been working here in WPUSD for the past 8 years, and I am so appreciative of my time spent at both TBMS, and LHS as an English teacher.

Please let me know if I can provide any further information or if you have any questions.

Thank you very much for your consideration in providing me this opportunity for personal leave.

Sincerely,

Kendra Christiansen
English Teacher
Lincoln High School

kchristiansen@wpusd.k12.ca.us
kendrac2@yahoo.com

**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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SUBJECT:

Williams Uniform Quarterly
Complaint Report

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

One component of the Williams Settlement Legislation requires each district to submit a quarterly report to the County Superintendent and the Governing Board on the nature and resolution of complaints addressing insufficient instructional material, teacher vacancies and misassignments, and emergency or urgent facilities issues.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the results of the Williams Uniform Complaint report.

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186(d)(e)]

District: Western Placer Unified School

Person completing this form: Rosemary Knutson

Title: Secretary to the Superintendent

Quarterly Report Submission Date:
(Check one)

☐

April

Due: April 30th

☒

July

Due: July 31st

☐

October

Due: October 31st

☐

January

Due: January 31st

Date quarterly report was or will be reported publicly at a regularly scheduled board meeting: 6/30/2016

☒

No complaints were filed with any school in the district or with a district official during the quarter indicated above.

☐

Complaints were filed with a school(s) in the district or with a district official during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	-0-	-0-	-0-
Teacher Vacancy or Misassignment	-0-	-0-	-0-
Facilities Conditions	-0-	-0-	-0-
CAHSEE Intensive Instruction & Services	-0-	-0-	-0-
TOTALS	-0-	-0-	-0-

Scott Leaman

Print Name of District Superintendent

Signature of District Superintendent

June 23, 2016

Date

Please submit to: Suzie Arcuri, Executive Assistant to the County Superintendent of Schools
Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-5941 / Fax: (530) 886-5841

**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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SUBJECT:

Student Discipline
Re-Entry of Students
• #15/16 – B

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Chuck Whitecotton
District Hearing Officer

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will take action under consent to approve the re-entry of student #15/16-B

RECOMMENDATION:

The Administration recommends the Board of Trustees approve the Re-Entry of Student #15/16-B.

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 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:

Food Services Program Revenues

MEETING DATE:

June 30th, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement is for services with KidZKount and Western Placer Unified School District for the District Food Services program to supply meals for the KidZKount Nutritional Services Unit. The services include preparation and delivery of meals to the Head Start Program at Carlin C. Coppin. The funds received from providing the meals will go directly into the Food Services program.

RECOMMENDATION:

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

AGREEMENT TO FURNISH FOOD SERVICE

Between a Child Care Food Program Sponsor
And a Food Service Management Company

School Year 2016-2017

This agreement is entered into between:

Agency: **KidZKount: Placer Community Action Council, Inc.**
1166 High Street
Auburn, CA 95603
hereinafter referred to as the KidZKount, and

Vendor: **Western Placer Unified School District**
600 6th Street, Suite 400
Lincoln, CA 95648
hereinafter referred to as the District

WHEREAS, it is not within the capacity of **KidZKount** to prepare specified meals under the Child and Adult Care Food Program (CACFP) for enrolled participating children, and

WHEREAS, the facilities and capabilities of the **District** are adequate to prepare and deliver specified meals to **KidZKount's** facilities, and

WHEREAS, the **District** is willing to provide such services to the **KidZKount** on a cost reimbursement basis:

THEREFORE, both parties hereto agree as follows:

THE DISTRICT AGREES TO:

1. Prepare and deliver the meals, inclusive of milk, to the following sites:

C.C Coppin Head Start
150 East 12th Street
Lincoln, CA 95648

This will be done by 10:30 a.m. each day in accordance with the number of meals requested and the costs per each meal listed below:

Breakfast:	N/A
Lunch:	\$3.00
Supplemental Snack:	N/A
1% Milk:	Included, No extra cost

2. Provide **KidZKount**, for approval by **KidZKount's** Nutrition Services Unit, with a proposed menu for each month at least ten (10) days prior to the month to which the menu applies. Any changes to the menu made after **KidZKount's** approval must be agreed upon by **KidZKount** and documented on the menu records.

3. Assure that each meal provided to **KidZKount** under this contract meets the minimum requirements as to the nutritional content as specified by the Child and Adult Care Food Program Meal Pattern, Schedule B (attached), which is excerpted from the regulations 7 CFR Part 226.20. Schedule B requirements are component-based, but meals are prepared under the guidelines of the allowable nutrient-based system. **KidZKount** also acknowledges that **Vendor** may furnish meals that additionally meet component-based requirements; however, this is not a requirement under the nutrient-based system, supported by the nutritional analyses.
4. Maintain full and accurate records which document:
 - a. The menus listing all meals provided to **KidZKount** during the term of this contract.
 - b. A listing of all nutritional components of each meal, and
 - c. An itemization of the quantities of each component used to prepare said meal.

The **District** also agrees to provide meal preparation documentation by using yield factors for each food item as listed in the USDA Food Buying Guide or the CNFDD Simplified Buying Guide when calculating and recording the quantity of food prepared for each meal.

5. Maintain such cost records as invoices, receipts, and/or other documentation that exhibit the purchase, or otherwise availability to the **District**, of the meal components and quantities itemized in the meal preparation records.
6. Maintain on a daily basis an accurate count of the number of meal orders, as needed.
7. Allow **KidZKount** to increase or decrease the number of meal orders, as needed.
8. Present to **KidZKount** an invoice accompanied by reports no later than the tenth (10th) day of each month which itemizes the previous month's delivery. The **District** agrees to forfeit payment for meals which are not ready within one hour of the agreed upon delivery time, or are spoiled or unwholesome at the time of delivery or do not otherwise meet the meal requirements contained in this Agreement.
9. Provide **KidZKount** with a copy of current health certifications for the food service facility in which it prepares meals for use in the CACFP. The vendor shall ensure that all health and sanitation requirements of the California Retail Food Facilities Law, Chapter 4 of the California Health and Safety Code are met at all times.
10. Operate in accordance with current CACFP regulations.
11. Retain all required records for a period of three years after the end of the fiscal year to which they pertain (or longer, if an audit is in progress); and upon request to make all accounts and records pertaining to the Agreement available to the Certified Public Accountant hired by **KidZKount**, representatives of the California State Department of Education, the US Department of Agriculture, and the US General Accounting Office for audit or administrative review at a reasonable time and place.
12. Not subcontract for the total meal, with or without milk, or for the assembly of the meal.

KIDZKOUNT AGREES TO:

1. Request by telephone, no later than 9:00 a.m. the day of, an accurate number of meals to be delivered to **KidZKount**.
2. Ensure that a **KidZKount** representative is available at each delivery site, at the specified time on each specified delivery day to receive, inspect, and sign for the requested number of meals. **KidZKount** assures the **District** that this individual will be trained and knowledgeable in the record keeping and meal requirements of the CACFP, and in health and sanitation practices.

3. Provide personnel to serve meals, clean the serving and eating areas, and assemble meal transporters and auxiliary items for pickup by the **District** no later than 3:30 p.m. daily.
4. Notify the vendor within ten days of receipt of the next month's proposed menu of any changes, additions or deletions which will be required in the menu request.
5. Provide the **District** with a copy of 7 CFR Part 226, the Child and Adult Care Food Program Meal Pattern, Schedule B; the USDA Food Buying Guide or the CNFDD Simplified Buying Guide (as applicable); and all other technical assistance materials pertaining to the food service requirements of the CACFP. **KidZKount** will within 24 hours of receipt from the State Agency, advise the **District** of any changes in the food service requirements of CACFP.
6. Pay the **District** by the 20th day of each month the full amount as presented on the monthly itemized invoice. **KidZKount** agrees to notify the **District** within 48 hours of receipt of any discrepancy in the invoice.

MISCELLANEOUS AGREEMENTS:

District will complete the required daily Transport Record indicating number of meals, menu item, service size per person of item, and the total volume sent per item. **KidZKount** will provide the Transport Record form if needed. In addition, for food safety purposes, **District** will also indicate time the food was packed and the temperature of the food at packing time. Receiving **KidZKount** staff member will sign for food received. Staff member will also be responsible for taking the temperature of the food received, as applicable, for the duration of time before the food is served.

District will furnish insulated transport containers that maximize temperature-holding capacity. In general, these containers will be picked up the following day as new lunches are delivered. If any food trays are also furnished, **KidZKount** will wash them out and understands that the **District** will take responsibility for sterilizing them before the next use.

KidZKount agrees to accept all responsibility for cleanliness, prevention of contamination, and hold of food products immediately upon receipt of such food products from the **District**. **KidZKount** further agrees to ensure and hold harmless the **District** from all liability claims resulting from actions occurring after receipt of food products from the **District**.

TERMS OF THE AGREEMENT:

This agreement will take effect commencing the first day of August in the year signed below, and shall be for a period of one year. It may be terminated by notification given by either party hereto to the other party at least 30 days prior to the date of termination. The agreement is contingent upon the agency being annually re-funded by the Department of Health and Human Services each February 1.

///signatures on the next page

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE EXECUTED THIS AGREEMENT AS OF THE DATES INDICATED BELOW.

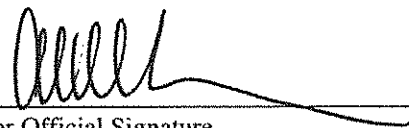
Agency Official Signature

Denyse Cardoza
Executive Director
KidZKount: P.C.A.C., Inc.

1166 High Street
Auburn, CA 95603
(530) 885-5437
dcardoza@pcac-inc.org

Date: _____

EIN: 94-164-7240



Vendor Official Signature

Audrey Kilpatrick
Assistant Superintendent Business & Operations
Western Placer Unified School District

600 Sixth Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
akilpatrick@wpusd.k12.ca.us

Date: _____

EIN: 94-159-9904

AUDITED BY:



Nancy Myers, Finance Director

Date: 6/3/16

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 Annual Contract with
Document Tracking Services

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Kerry Callahan 
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

District and Site LCFF

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is with Document Tracking Services (DTS) for document support in the development of our Local Control Accountability Plan (LCAP), School Site Plans, and Local Education Agency Plan (LEAP). It is a renewal of an annual contract.

RECOMMENDATION:

Administration recommends that the Board ratify the contract proposal agreement between Document Tracking Services and Western Placer Unified School District.



LICENSING AGREEMENT

This Agreement effective **July 1, 2016**, is made and entered into by **Western Placer Unified School District** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
 - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
 - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
 - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.



- I. License Fee. Licensee shall pay a fee of **\$2,340**.
- J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.
- M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. Definitions.
 - (i) Document. A document is defined as **a)** a specific template provided by CDE or; **b)** any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c)** individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
 - * Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
 - (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. Document Setup Fee. DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.
- Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director
Document Tracking Services
10225 Barnes Canyon Road, Suite A200
San Diego, CA 92121
858-784-0967 - Phone
858-587-4640 - Corporate Fax

Date: May 15, 2016

Licensee

By: B. Allen
Date: 6/7/16

Western Placer Unified School District



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2016 School Accountability Report Card, English & Spanish (CDE Template)
2. 2016 Single Plan for Student Achievement (CDE Template)
3. 2016 Local Education Agency Plan (CDE Template)
4. Others to be identified as needed.

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
– Center for Hearing Health

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 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for renewal of our annual contract with Center for Hearing Health for 2016-2017 hearing screening of children enrolled in Western Placer Unified School District.

RECOMMENDATION:

Administration recommends that the Board ratify the contract proposal agreement between Center for Hearing Health and Western Placer Unified School District.

Center for Hearing Health, Inc., hereinafter known as "CHH" agrees to provide California Education Code hearing screening tests on mutually agreeable date(s), time(s), and site(s) for the students of hereinafter known as "School, The School, or Schools."

Western Placer Unified School District

School District or School Name

- 1) CHH simultaneously administers individual hearing screening tests for groups of eight students utilizing specially designed vehicles.
- 2) Screenings are administered for students in grades K or 1, 2, 5, 8, 10, preschool and Special Education. Pre-school and Special Education students, unable to respond in group screening, are individually tested at a separate fee as noted in the Contract Rate.
- 3) Fully compliant tests are administered by a Certified School Audiometrist or Licensed Audiologist in accordance with SECTION 2951 of the CALIFORNIA ADMINISTRATIVE CODE, TITLE 17.
- 4) The initial screening test is a pass/fail in response to a 25 decibel pure tone at 1000Hz, 2000Hz and 4000Hz. Students who fail the initial screening are further tested to record individual thresholds at 500Hz, 1000Hz, 2000Hz, and 4000Hz. Post follow-up (2-6 weeks) audiograms and parental notification will be the responsibility of The School.
- 5) A summary report totaling each category of screening and an audiometric record for each student who Failed or Could Not Condition (CNC) will be presented to each School upon completion of the schedule at each site.
- 6) It is the responsibility of The School to exclude participation of students who have corrective devices (e.g. hearing aids, cochlear implants) and students whose parents or guardians have filed a written statement with regard to Education Code, section 49451.
- 7) Employees of CHH are duly licensed by all applicable Local, State and Federal agencies to provide the services referred to herein and have complied with all laws and regulations to which employees of CHH are required to comply.
- 8) Employees of CHH who are in contact with students while providing the services referred to herein are subject to a criminal background check through the State of California Justice Department fingerprint program (CA Ed Code Section 45125.1) and it has been verified that these employees have not been convicted of a violent or serious felony as specified in Penal Code sections 667.5(c) and/or 1192.7(c).
- 9) The School and CHH shall maintain confidentiality of student records and information, in accordance with federal and state law, to include the Family Educational Rights and Privacy Act (FERPA), the California Education Code HIPAA and the Welfare and Institutions Code governing confidentiality. The discussion, transmission, or narration (in any form) of student information is forbidden except as permitted by law. This includes candid discussion between CHH employees and school personnel, including parent volunteers and teachers.

Contract rate per site: \$485.00 up to 130 tests; \$2.85 each over 130 tests

Individual tests: \$7.50 each, i.e., Pre-school; Special Ed

Terms: Net 10 Days - Tax ID: 942722490 - School Dist. PO # _____
(If applicable; not required)

 6/1/16
School Superintendent/Designee Date

Norma G. Ramirez 04/01/2016
Center for Hearing Health Date

- Return signed Service Agreement to CHH (mail, fax, or email); Retain copy
- Invoice presented upon completion or weekly for services extending beyond five days

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


SUBJECT:

Ratification of Contract with Placer
County Office of Education – Western
Placer Unified School District – Preschool Program

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund – Local Revenue

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement is for a partnership between Placer County Office of Education (PCOE) and Western Placer Unified School District for the 2016-2017 school year. The partnership allows PCOE to rent WPUSD classrooms to conduct Preschool classes. Preschool classes will be operated by PCOE at Carlin C. Coppin Elementary School, First Street Elementary School, The Little Blue School House and Sheridan Elementary.

PCOE agrees to pay WPUSD facilities use fees for the classrooms as detailed in the attached facilities use agreement. Payments shall be made in two equal payments. The first payment shall be made on or before January 31 and the second shall be made on or before June 30 of each school year.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between PCOE and WPUSD.

AGREEMENT TO USE FACILITIES AND TO CONDUCT PRESCHOOL CLASSES

Between Western Placer Unified School District and Placer County Office of Education

The following agreement sets forth the terms and conditions for a partnership between Western Placer Unified School District (WPUSD) and Placer County Office of Education (PCOE):

1. Education Code 17527-17535, et seq. authorizes the governing board of a school district to enter an agreement to make vacant classrooms available in operating schools to conduct education programs by educational agencies.
2. Preschool classes will be operated by PCOE at Carlin C. Coppin Elementary School, First Street Elementary School, "Little Blue Schoolhouse" First & L Street and Sheridan Elementary School contingent on PCOE receiving funding from the California Department of Education (CDE).
3. Term. The term of this agreement shall commence on July 1, 2016 and shall continue annually.
4. Facilities Use Fees. PCOE agrees to pay WPUSD and WPUSD agrees to accept facilities use fees for use and possession of the classrooms at sites at a rate of \$70.00/week when facilities are in use. WPUSD agrees to provide PCOE with 90 days' notice for any fee increase. Payments shall be made in two equal payments. The first payment shall be made on or before January 31 and the second payment, shall be made on or before June 30 of each school year. Any invoice must be submitted at least 45 days prior to the date each payment is due. PCOE will supply WPUSD with a preschool calendar per site by July 1st of each year. Any updates to the calendars will be provided within 30 days from the changes. Sheridan Elementary School facilities use fee will be prorated based on the number of enrolled students as a percentage of the number of students in a full class (24 students).
5. Use of Classroom. During the term of this agreement of the classrooms shall be used solely for conducting a class for eligible pupils as defined by the rules, regulations and procedures of the Early Childhood Education Program. A representative of PCOE will be given access and keys to the building and building alarm procedures for space used during "off hours" to facilitate any PCOE related work that must be completed. PCOE will leave classrooms and all site space utilized by PCOE in clean and neat condition at the end of each day's program. All PCOE supplies and equipment will be safely and properly stored away at the end of each day by PCOE staff. PCOE 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.

6. Maintenance, Utilities and Custodial Services. WPUSD shall provide all necessary building maintenance, custodial services and provide all utilities as part of the monthly facilities use fees.
7. Improvements. PCOE shall not make any improvements or alter the classrooms in any way without written consent of WPUSD.
8. Insurance. PCOE 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.
9. Indemnity. PCOE shall hold harmless, defend and indemnify the District from and against any liability, claim, action cost damage or loss of injury, including death, to any person or damage to any property arising out of PCOE's activities under this Agreement. This obligation shall continue beyond the term of the Agreement as to any act or omission which occurred during or under this Agreement. District shall hold harmless, defend and indemnify PCOE from and against any liability, claim, action cost damage or loss of injury, including death, to any person or damage to any property arising out of District's activities under this Agreement. This obligation shall continue beyond the term of the Agreement as to any act or omission which occurred during or under this Agreement.
10. Ownership. The Premises and any furnishing and equipment provided to PCOE by the District shall remain the property of the District. At the time PCOE takes occupancy of the Premises, the District shall have completed its inventory of all District property that will be located on or remain on the Premises. If any furnishings and equipment are provided to PCOE by the District during the Term of this Agreement, such furnishings and equipment shall be added to the District's inventory and shall remain the property of the District.
11. Compliance. PCOE agrees that it will at all times during its use and occupancy of the premises comply with all applicable ordinances, laws, and regulations affecting the use and occupation thereof by PCOE.
12. Condition or Termination of Agreement. When PCOE no longer uses the premises, PCOE shall leave the premises in as good condition as when received, reasonable wear and tear and damage from the elements expected, and except for so much of the site as may be injured or destroyed by fire, earthquake or casualty.
13. Amendment. This Agreement may be modified only by written instrument bearing the signature of the authorized representative or both parties.


14. Termination. Either party may terminate this Agreement upon Ninety (90) days prior written notice to the other party setting forth the date of termination.
15. Improvements. PCOE shall not make any improvements or alter the classrooms in any way without written consent of WPUSD.
16. Notices. Notices or other communications required or permitted by this agreement shall be in writing and shall be duly served and given when personally delivered or deposited in the United States Mail in certified or registered form, postage prepaid, addressed as follows:

WPUSD
Audrey Kilpatrick
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648

PCOE
Ms. Catherine Goins
Placer County Office of Education
360 Nevada Street
Auburn, CA 95603

17. Terms and Conditions. The terms and conditions contained in this agreement constitute the entire agreement of the parties and shall supersede all previous communication, representations or agreements, either verbal or written, between the parties here and with respect to the subject matter herein.

WESTERN PLACER UNIFIED SCHOOL DISTRICT (WPUSD)




Scott Leaman, Superintendent
Asst Supt of Business Svcs and Operations

Date

6/20/16

PLACER COUNTY OFFICE OF EDUCATION (PCOE)



Gayle Garbolino-Mojica
Placer County Superintendent of Schools

Date

6/8/16

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 PCOE and Western Placer Unified School District – Child Care Food Program

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Food Services Program Revenues

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement is for services with PCOE and Western Placer Unified School District for the District Food Services program to supply meals for the PCOE Preschool Program. The services include preparation and supply of meals to Coppin C. Elementary School, First Street Elementary School and Sheridan Elementary School. The funds received from providing the meals will go directly into the Food Services program.

RECOMMENDATION:

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

AGREEMENT
between
Placer County Office of Education
And
Western Placer Unified School District

This Agreement is entered into on this 1st day of July, 2016 by and between Gayle Garbolino-Mojica, Placer County Superintendent of Schools, in her capacity as the Chief Executive Officer of the Placer County Office of Education, hereinafter referred to as the "Agency" and Western Placer Unified School District, hereinafter referred to as the "Vendor".

WHEREAS, it is not within the capability of the Agency to prepare specified meals under the Child Care Food Program (CCFP) for enrolled participating children; and

WHEREAS, the facilities and capabilities of the Vendor are adequate to supply specified meals to the Agency's facilities; and

WHEREAS, the Vendor is willing to provide such services to the Agency on a cost reimbursement basis;

THEREFORE, both parties hereto agree as follows:

THE VENDOR AGREES TO:

1. Prepare and supply the meals inclusive of milk to Coppin (Carlin C.) Elementary School at 150 East 12th Street, Lincoln, CA 95648, First Street Elementary School at 1400 1st Street, Lincoln, CA 95648 and Sheridan Elementary School at 4730 H Street, Sheridan, CA 95681. Breakfast will be called in by 8:30 a.m. for an 8:50 a.m. pick up. Lunch will be called in by 11:30 a.m. for an 11:50 a.m. pick up. A.M. snack will be called in by 8:30 a.m. for an 8:50 a.m. pick up. P.M. snack will be called in by 12:45 p.m. for a 1:00 p.m. pick up. All in accordance with the number of meals requested and at the cost(s) per meal listed below:

Breakfast:	\$1.75 each
Snack:	\$1.00 each
Lunch:	\$3.00 each

2. Provide the Agency, for approval, a proposed menu for each month at least ten (10) days prior to the beginning of the month to which the menu applies. Any changes to the menu made after the Agency approval must be agreed upon by the Agency and documented on the menu records.

3. Assure that each meal provided by the Agency under this contract meets the minimum nutritional requirements as specified by the Child Care Food Program meal pattern, from the regulations 7 CFR part 226.20.
4. Maintain full and accurate records which document: (1) the menus listing all meals provided to the Agency during the term of this contract, (2) a listing of all nutritional components of each meal, and (3) an itemization of the quantities of each component used to prepare said meal. The Vendor agrees to provide meal preparation documentation by using yield factors for each food item as listed in the USDA Food Buying Guide or the CNFDD Simplified Buying Guide when calculating and recording the quantity of food prepared each meal.
5. Maintain such cost records as invoices, receipts and/or other documentation that exhibit the purchase or otherwise availability to the Vendor, of the meal components and quantities itemized in the meal preparations records.
6. Maintain on a daily basis an accurate count of the number of meals, by meal type, prepared for the Agency. Meal count documentation must include the number of meals requested by the Agency.
7. Allow the Agency to increase or decrease the number of meal orders, as needed, when the request is made at least forty-eight (48) hours prior to the scheduled delivery time.
8. Present to the Agency an invoice accompanied by reports no later than the fifteenth (15th) day of each month which itemizes the previous month's delivery. The Vendor agrees to forfeit payment for meals which are not ready within one (1) hour of the agreed upon delivery time, are spoiled or unwholesome at the time of delivery or do not otherwise meet the meal requirements contained in this Agreement.
9. Provide the Agency with a copy of current health certifications for the food service facility in which it prepares meals for use in CCFP. The Vendor shall ensure that all health and sanitation requirements of the California Retail Food Facilities Law, Chapter 4 of the California Health and Safety Code, are met at all times.
10. Operate in accordance with current CCFP regulations.
11. Retain all required records for a period of three (3) years after the end of the fiscal year to which they pertain (or longer, if an audit is in progress); and upon request to make all accounts and records pertaining to the Agreement available to the Certified Public Accountant hired by the Agency, representatives of the California State Department of Education, the U.S. Department of Agriculture, and the

U.S. General Accounting office for audit or administrative review at a reasonable time and place.

12. Not subcontract for the total meal, with or without milk, or for the assembly of the meal.

THE AGENCY AGREES TO:

1. Request by telephone an accurate number of meals (all meals will be picked up at each respective kitchen by the Agency) on each day. The number of breakfasts shall be based on current preschool enrollment and shall not exceed twenty-four (24) per class.

Notify Vendor of necessary increases or decreases in number of meal orders at least forty eight (48) hours prior to the scheduled pick up time. Errors in meal order counts made by the Agency shall be the responsibility of the Agency.

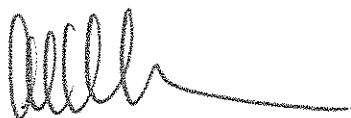
2. Ensure that an Agency representative is available at the specified time on each specified day to receive, inspect and sign for the requested number of meals. This individual will verify the temperature, quality and quantity of each meal service delivery. The Agency assures the Vendor that this individual will be trained and knowledgeable in the record keeping and meal requirements of CCFP, and in health and sanitation practices.
3. Provide personnel to serve meals, clean the serving and eating areas, and assemble transport carts and auxiliary items for pick up by the Vendor.
4. Notify the Vendor within five (5) days of receipt of the next month's proposed menu of any changes, additions or deletions which will be required in the menu request.
5. Provide the Vendor with a copy of 7 CFR Part 226; the Child Care Food Program (CCFP) Meal pattern, Schedule B; the CNFDD Simplified Buying Guide and all other technical assistance materials pertaining to the food service requirements of CCFP. The Agency will, within 24 hours of receipt from the CDE/CCFP, advise the Vendor of any changes in the food service requirements of the CCFP.
6. Pay the Vendor by the thirtieth (30th) day of each month the full amount as presented on the monthly itemized invoice. The Agency agrees to notify the Vendor of any discrepancy in the invoice.

7. Meal cancellations that may be necessary such as holidays will be provided to the school site kitchen within 72 hours or a cancellation fee of \$50.00 will be charged to the Agency.

TERMS OF THE AGREEMENT

This Agreement will take effect commencing July 1, 2016, and shall be for a period of one fiscal year. It may be terminated by notification given by either party hereto the other party at least 30 days prior to the date of termination.

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE EXECUTED THIS AGREEMENT AS OF THE DATES INDICATED BELOW:



Signature

Audrey Kilpatrick

Assistant Superintendent –
Business & Operations, Western
Placer School District
Title

916-645-6350

Telephone

6/20/16

Date

Signature

Gayle Garbolino-Mojica

County Superintendent of Schools
Title

530-889-5922

Telephone

Date

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 - Dave & Buster's
and Western Placer Unified School District –
Annual District Administrator's Orientation Meeting

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund - Administration Budget

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with the Dave & Buster's and Western Placer Unified School District for the annual District Administrators' Orientation meeting on August 5, 2015. The cost of these services will be paid with Administration Budget.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between the Dave & Buster's and Western Placer Unified School District.

Event Status: Prospect
Host's Name: Audrey Kilpatrick
Host's Email: akilpatrick@wpusd.k12.ca.us
Host's Phone: 9166620098

Event Name: 8.05.16 Audrey Kilpatrick - WPUSD Administrative Orientation
Event Date: Friday, 08/05/2016
Booking ID Number: a0Ed000001HEDxuEAH
Last Modified Date: Monday, June 20, 2016 6:00 PM
Page: 1 of 4

8.05.16 Audrey Kilpatrick - WPUSD Administrative Orientation

Dave & Buster's Address	Event Date	Event Area	Set Up	Guest Count
1174 Roseville Pkwy Roseville, CA 95678	08/05/2016, 8:00 AM - 4:00 PM	Showroom	Dining Style Seating	30

SET UP NOTES

+ Please assist guest with a/v equipment. Guest advised to test out equipment prior to the meeting date.

ITINERARY

8 AM - Breakfast and coffee
8:30 AM - Meeting begins.
3:30 PM - Meeting ends
3:30-4 PM WRAP UP

THIS EVENT WILL OCCUR AT:
1174 Roseville Parkway Roseville CA 95678

SHOWROOM: Please set room for dining style seating according to this groups guest count with rectangular tables that seat eight to ten guests each. Buffet is to be on the right hand side of the room on a single-sided station, or double-sided station if space permits. THIS PRIVATE ROOM IS LOCATED ON THE RIGHT HAND SIDE OF THE VENUE BEFORE OUR MIDWAY GAME ROOM BEGINS.

AV INCLUDED IN THE ROOM: Screen, LCD Projector, DVD player, Podium, Hand Held Wireless Mic, and CD Player, LAD TV. WIFI available upon request. We recommend testing your laptop in advance with our equipment to ensure compatibility. Macintosh computers require a special LCD adapter. It is the responsibility of the host to bring this the day of as D&B does not have this on site. We are able to provide the Super VGA cord needed for PC compatible computers for laptop presentations.

MENU AND SODA SELECTIONS

8:00 AM 8.05.16 Audrey Kilpatrick - WPUSD Administrative Orientation

30 All Day Party & Play Breakfast & BBQ Chicken Buffet Package @\$32.71

Breakfast: Assorted Danish and mini muffins
Warm bagels served with cream cheese, whipped butter and jelly
Fresh fruit display
Assorted juices

Lunch: BBQ chicken quarters
Tortilla chips with salsa
Baked macaroni and cheese
Corn O'Brien

Roasted Garden Vegetable and Potato Medley
Hawaiian rolls with butter

Afternoon Break: Brownies & Cookies

Unlimited Coffee, Tea and Soda

BUFFET PORTIONS: Please note buffets are portioned per person and quantities are placed out based on the number of people contracted. Buffet portions are finite and are not replenish able. Additional charges will apply if more food is requested, and extra servings are subject to availability.

Event Status: Prospect
Host's Name: Audrey Kilpatrick
Host's Email: akilpatrick@wpusd.k12.ca.us
Host's Phone: 9166620098

Event Name: 8.05.16 Audrey Kilpatrick - WPUSD Administrative Orientation
Event Date: Friday, 08/05/2016
Booking ID Number: a0Ed000001HEDxuEAH
Last Modified Date: Monday, June 20, 2016 6:00 PM
Page: 2 of 4

OTHER NOTES

Dave and Buster's requires a 50% deposit and signed contract before an event can take place. The remaining balance is due in its entirety at the conclusion of the event.

The maximum capacity is 70 guests.

Final guest count is due five (5) business days (Monday-Friday) prior to the event. If a final guarantee is not received by this date, the host will be charged based on the original details of the signed contract.

EVENT AREA: Event area must be released at the expiration of the contracted rental time. Should guest wish to extend the reservation, the manager on duty must give verbal approval.

DECORATIONS: We do not allow decorations of confetti, glitter, silly string, small particle items or open flames (candles, tea lights, etc).

OUTSIDE FOOD: We do not permit any outside food, beverages or dessert items (except a regular non-ice cream store bought sheet cakes for birthdays and anniversaries) brought in from the outside.

ITEMS LEFT BEHIND: If decorations or other items are left behind, D&B will not be responsible for these items. If something is found, we will try to hold it for up to 48 hours. After that the items will be discarded.

PAYMENT: For your protection, Dave and Buster's does not keep credit card information on file. Please insure that you have a form of payment to pay your event balance upon the conclusion of your event. You may pay the remaining balance with cash, credit card or company check. We do not accept personal checks.

VALID I.D.'s REQUIRED: Dave & Buster's is licensed as a restaurant and bar, therefore we card all guests at the door and/or bar. Each guest will need to make sure they bring their valid ID.

UNDERAGE POLICY: For admission, guests under the age of 21 (legal drinking age) must be accompanied by an adult or guardian. A guardian is a person of 25 years of age or older who agrees to be responsible for the conduct, supervision and safety of the underage guest. One party or guardian can accompany up to a maximum of six underage guests. Any person under the age of 21 caught drinking alcoholic beverages will be immediately removed from the premises. Underage guests must remain with their parents or guardian at all times.

OTHER BEVERAGE SELECTIONS

POWER CARD AND TEAMBUILDING SELECTIONS

8:00 AM 8.05.16 Audrey Kilpatrick - WPUSD Administrative Orientation

30 P&P All Day Meeting power cards-BBQ @\$7.28

P&P All Day Meeting power cards are part of a package including buffet and \$10 game card. The number of Power Cards must identically match the number of guests dining from the buffet service. Additional Power Cards above and beyond the amount dining from the buffet service are available at regular Power Card rates.

1 Open Early Fee @\$150.00

1 Area Rental @\$150.00

There is a revenue minimum guarantee for this event in the amount of \$1333 prior to tax and gratuity. Revenue minimums include all items purchased on the party check including food and beverage, rental, Power Cards, and teambuilding. If minimum is not reached the difference will be billed as a rental.

I have read, understand, and agree to the minimum that is in place for this event.

AMP UP THE FUN!!!

Available on any power cards you order.

- SuperCharge any \$10 PowerCard for only \$2 more and get an additional 25% game play
- SuperCharge any \$20 PowerCard for only \$3 and get an additional 25% game play
- SuperCharge any \$25 PowerCard for only \$4 and get an additional 25% game play
- Add UNLIMITED Video Game Play for \$5 per card (video game play includes non-redemption games that do not provide prizes or tickets)

Your Special Events Representative can assist you in AMPING UP your FUN!

Event Status: Prospect
Host's Name: Audrey Kilpatrick
Host's Email: akilpatrick@wpusd.k12.ca.us
Host's Phone: 9166620098

Event Name: 8.05.16 Audrey Kilpatrick - WPUSD Administrative Orientation

Event Date: Friday, 08/05/2016

Booking ID Number: a0Ed000001HEDxuEAH

Last Modified Date: Monday, June 20, 2016 6:00 PM

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SUMMARY OF EVENT CHARGES

SUMMARY OF CHARGES	Subtotal	
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Food Items

30 All Day Party & Play Breakfast & BBQ Chicken Buffet Package @ \$32.71 pcs	\$981.30	
	Subtotal Food: \$981.30	

Other Items

30 P&P All Day Meeting power cards-BBQ @ \$7.28 pcs	\$218.40	
1 Open Early Fee @ \$150.00 pcs	\$150.00	
1 Area Rental @ \$150.00 pcs	\$150.00	
	Subtotal Other: \$518.40	

	Subtotal: \$1,499.70	
	Less Deposits: \$0.00	
	Tax: \$96.10	
	Suggested Gratuity: \$196.26	
	Balance Due: \$1,792.06	

Event Status: Prospect
Host's Name: Audrey Kilpatrick
Host's Email: akilpatrick@wpusd.k12.ca.us
Host's Phone: 9166620098

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Page: 4 of 4

RESERVATION AND DEPOSIT

Reservations are tentative and therefore may be cancelled by Dave & Buster's at any time until a signed contract and deposit are received by Dave & Buster's. A deposit in the amount of \$749.85 is due at the time the reservation is made. Deposits are applied to the balance, and the entire balance is due on the event date. Unpaid balances will bear interest from due date at 1% per month not to exceed the highest rate allowable by law.

CANCELLATION POLICY

In the event the Host cancels this Dave & Buster's Special Event Contract (the "Agreement") prior to the initial arrival date of the event, Dave & Buster's will necessarily incur damages including, but not limited to, turning away other group events and the ancillary revenue associated with those events. Notwithstanding any other provisions of this Agreement, the Host shall have the right to cancel this Agreement, without cause, upon written notification to Dave & Buster's at any time prior to the event and upon payment of the amount expressed below:

Notice and payment received between signature and 30 days prior to event date: 50% of greater of the revenue subtotal or any required revenue minimum

Notice and payment received between 7 and 29 days prior to event date: 75% of greater of the revenue subtotal or any required revenue minimum

Notice and payment received between 0 and 6 days prior to event date: 100% of greater of the revenue subtotal or any required revenue minimum

No-show will be responsible the full contracted value of the event. The parties agree that the sums are not a penalty, but represent a reasonable effort on behalf of Dave & Buster's to establish its loss prospectively and represent liquid damages. Such payment shall be made by certified check or credit card and shall accompany notice from the Host to cancel this agreement. Any attempt to cancel without the inclusion of payment, as set forth above, shall be invalid.

CANCELLATION ON BEHALF OF DAVE & BUSTER'S

Dave & Buster's reserves the right to cancel any event at its facility upon a determination, in Dave & Buster's sole discretion, that (i) the event violates the Restrictions set forth in the foregoing paragraph, (ii) the Host misrepresented the event in any way (to Dave & Buster's or any other party) or (iii) the event would be harmful to Dave & Buster's and/or its guests. In the event of such cancellation, Dave & Buster's will refund all prepaid deposits in full for cancelled event in question.

RESTRICTIONS

Host understands and agrees that it shall not assign this Agreement, nor subcontract or resell the rights and benefits provided hereunder, nor act as a promoter for the event, including but not limited to selling tickets, charging admission/cover charges or seeking donations in lieu thereof; and that the event shall be conducted as described in this Agreement.

HOUSE POLICIES

Dave & Buster's House Policies, including certain restrictions regarding minors, apply. These restrictions include the following: guests under the age of 21 (legal drinking age) are not allowed to consume alcohol under any circumstances; guests under the minimum age as determined by each location must be accompanied by a parent or guardian, generally defined as a person 25 years of age or older, who agrees to be responsible for the conduct and safety of the underage guest; each parent or guardian can accompany a maximum number of underage guests determined by each location; and underage guests must remain with their parent or guardian at all times. (Please note that at our Milpitas and Ontario, CA locations, all guests under the age of 21 must be accompanied by a parent or guardian who is 30 years of age or older and must leave the facility no later than 11:00pm; and at various locations guests under the age of 21 must be accompanied by a parent or guardian who is 25 years of age or older and must leave the facility no later than 10:00pm) Check with your location for details. **VALID I.D. REQUIRED:** Dave & Buster's requires identification for all guests under 25 years of age.

FOOD AND BEVERAGE

Host understands that consuming raw and undercooked meats, poultry, fish/shellfish or eggs may increase the risk of foodborne illness, especially if a guest has certain medical conditions. Any food remaining at the conclusion of the event may be taken off premises. Host acknowledges that the handling and storage of any leftover food items are the Host's sole responsibility and Host agrees to release and hold Dave & Buster's harmless from any and all claims arising from the preparation and consumption of leftover food items. Foods left behind after the event's party will be discarded. Buffets are portioned per person and quantities based on the contracted number of guests. Buffet portions are finite and not replenishable. Additional charges will apply if more food is requested by Host, and extra servings are subject to availability. Dave & Buster's does not allow outside food of any kind to be brought into the facility without prior written approval. As a responsible server in accordance with state and local beverage regulations, we reserve the right to monitor and limit consumption of alcoholic beverages. It is customary to leave a gratuity for your service team, which will be shared among the servers, bartenders, and support team who work to ensure your event exceeds your expectations. To aid in your planning, a suggested gratuity of 20% of the total food and beverage charge is included in the event total in this document. For your convenience, the suggested gratuity amount will be included on the receipt you receive the date of the event. You may change the gratuity amount on the date of your event by adjusting the gratuity amount on your credit card slip or adjusting the amount of any cash gratuity. Pricing is subject to change.

NUMBER OF GUESTS ATTENDING THE EVENT

Final guest count must be received no later than five (5) business days (Monday - Friday) prior to the event. In the event we do not receive final count by this date, we will prepare for the original contracted amount and charge guest accordingly. If, on the day of the event, the attendance varies from the final count, the Host will be charged based on the greater number of guests. There will be a minimum count required for each event.

PAYMENTS

Host is responsible for all payments due under this Agreement upon the conclusion of the event. Once a credit card is charged for full or partial, Dave & Buster's is unable to refund the credit card at a later date or accept alternate payment. D&B Rewards Qualifying Purchases shall not include Special Events, including Party Rental, Room Charge, Mystery Dinner Show fee and deposits, prepaid deposits, accounts receivable and/or promotional events. (see D&B Rewards official rules at daveandbusters.com) **Dave & Buster's does not accept gift cards or personal checks for payment of amounts due under this Agreement.**

LIMITATION OF LIABILITY

Neither party shall be liable to the other for any indirect, special, incidental, punitive or consequential damages or lost profits arising out of or relating to this agreement. Further, in no event shall Dave & Buster's aggregate liability arising out of or relating to this Agreement exceed the amounts paid by Host hereunder.

AGREEMENT

I, the undersigned Host or agent for Host, do hereby agree to the terms and conditions set forth herein. If I am an agent of the Host, I hereby state that I am able to enter into this Agreement on behalf of the Host.

Host (Signature)

Print Name

Date Signed

Dave & Buster's Representative (Signature)

Date Signed

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:

CARS/Consolidated Application (Spring Release)

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Kerry Callahan 
Assistant Superintendent

ENCLOSURES:

Spring Con App 2016

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Annual Categorical Revenues

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The Consolidated Application (Con App) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Enclosed is WPUSD's spring release of the Con App.

RECOMMENDATION:

Administration recommends that the board approve the spring release of the Con App.

2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/11/2003
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.wpusd.k12.ca.us/Educational-Programs/School-and-District-Plans/Local-Educational-Area-Plan-LEAP/index.html

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Carrie Carlson
Authorized Representative's Signature	
Authorized Representative's Title	Director of Business Services
Authorized Representative Signature Date	06/21/2016

*****Warning*****

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Kerry Callahan
Authorized Representative Title	Assistant Superintendent of Educational Services
Authorized Representative Signature Date	06/20/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/30/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Rosabel Ortiz
DELAC review date	04/28/2016
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	http://www.wpusd.k12.ca.us/Parent-Resources/Parent-Advisory-Committees/index.html
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title I Part D (Delinquent) ESEA Sec. 1401 SACS 3025	No
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Title III Part A LEP (English Learner) ESEA Sec. 3102 SACS 4203	Yes
--	-----

*****Warning*****

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2016-17 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2016-17 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	None known

*****Warning*****

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2016-17 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

CDE Program Contact:

Anie Wilson, Educator Excellence Office, awilson@cde.ca.gov, 916-445-5669
Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Title II, Part A Improving Teacher and Principal Quality

The LEA must offer to provide Title II, Part A equitable services that address the needs of nonprofit private school students, teachers and other educational personnel. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note: Non-unified elementary and/or high school districts that have applied for Title II, Part A funds have the option to add a shared attendance area nonprofit private school if they wish to share responsibility for that school's Title II equitable services.

Title III, Part A Immigrant and Limited English Proficient Student Subgrant Program

On an annual basis, the LEA must consult with all nonprofit private schools within its boundaries, as to whether the private school students and teachers will participate in the Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Program. Consultation with appropriate nonprofit private school officials must be done during the design and development of programs and before decisions are made that affect the opportunities of students and teachers to participate. LEAs may not require documentation that poses an administrative barrier that is inconsistent to their responsibility to ensure equitable participation of private school students and teachers.

California Department of Education

Western Placer Unified (31 66951 0000000)

Consolidated ApplicationStatus: Certified
Saved by: Carrie Carlson
Date: 6/21/2016 2:48 PM**2016-17 Other ESEA Nonprofit Private School Participation**

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A Immigrant Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Community Christian Schools	7089469	34	N	N	N	N	N	Community Christian did not seek consultation for the 2015-16 school year. A letter inviting the school to participate in WPUUSD's programs for 2016-17 was mailed on 6/14/2016.

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2016-17 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

CDE Program Contact:

Rina DeRose, Title I Policy and Program Guidance Office, RDeroser@cde.ca.gov, 916-323-0472

Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

The LEA must offer to provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private nonprofit school. This includes students who attend nonprofit private schools outside the LEA's boundaries.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
Community Christian Schools	7089469	34	N	N		N	N	N

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California Department of Education

Western Placer Unified (31 66951 0000000)

Consolidated Application

Status: Certified
Saved by: Carrie Carlson
Date: 6/21/2016 2:48 PM

2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In

Low income measure

FRPM

Group Schools by Grade Span

No

District-wide Low Income %

30.15%

Grade Span 1 Low Income %

28.47%

Grade Span 2 Low Income %

32.19%

Grade Span 3 Low Income %

31.38%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
First Street	61177493	1	465	289	62.15	Y	N	1	Y		
Sheridan	6031363	1	67	38	56.72	Y	N	2	Y		
Glen Edwards Middle	6108351	2	858	392	45.69	Y	N	3	Y		

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Warning

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Creekside Oaks Elementary	6098610	1	611	260	42.55	Y	N	4	Y		
Carlin C. Coppin Elementary	6086252	1	401	162	40.40	Y	N	5	Y		
Phoenix High (Continuation)	3130036	3	75	30	40.00	Y	N	6	Y		
Lincoln High	3134657	3	1732	537	31.00	Y	N	7	N		
Twelve Bridges Middle	0111385	2	773	133	17.21	N	N	8	N		
Foskett Ranch Elementary	0108514	1	469	60	12.79	N	N	9	N		
Lincoln Crossing Elementary	0113068	1	644	82	12.73	N	N	10	N		
Twelve Bridges Elementary	0106443	1	631	45	7.13	N	N	11	N		

2015-16 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frzic@cde.ca.gov, 916-319-0269

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2015)	SIG Approval Date (ex. 04/30/2015)	Poverty Level %
Carlin C. Coppin Elementary	6085252	Y	11/19/2013		40.00%
Creekside Oaks Elementary	6098610	Y	11/19/2013		43.00%
First Street	6117493	Y	08/21/2012		62.00%
Foskett Ranch Elementary	0108514	N			
Glen Edwards Middle	6108351	Y	08/21/2012		47.00%
Lincoln Crossing Elementary	0113068	N			
Lincoln High	3134657	N			
Phoenix High (Continuation)	3130036	Y	02/03/2015		40.00%
Sheridan	6031363	Y	08/21/2012		66.00%
Twelve Bridges Elementary	0106443	N			
Twelve Bridges Middle	0111385	N			

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2015-16 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905
Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

Entitlement after transfers	\$806,883
Program Improvement set aside (Amount equivalent to 20% of 2015-16 Title I, Part A entitlement plus transfers in.)	\$161,377
Maximum allowable Parent Outreach (Amount equivalent to .2% of 2015-16 Title I, Part A entitlement plus transfers in or 1% of the 20% Program Improvement set aside.)	\$1,614

Expenditures and Encumbrances

Choice transportation using Title I Part A funds	
Choice transportation using non-Title I Part A funds	
SES using Title I Part A funds	\$42,460
SES using non-Title I Part A funds	
Parent Outreach using Title I Part A funds	
Parent Outreach using non-Title I Part A funds	
Total expenditures and encumbrances using Title I Part A funds	\$42,460
Total expenditures and encumbrances using non-Title I Part A funds	\$0
Amount of Program Improvement set aside unspent	\$118,917
Choice Explanation Options	
An explanation option is required if total Title I and non-Title I Choice transportation expenditures and encumbrances equals zero	LEA can provide Choice without expending funds
Expenditure comment An explanation is required if no program improvement expenditures or encumbrances have occurred. (Maximum 500 characters)	School choice was offered to all eligible students; no families opted for school choice.
General comments (Maximum 500 characters)	

Reallocation Exemption

The exemptions below are only applicable if the LEA did not meet its 20% Program Improvement obligation (the amount of Program Improvement set aside unspent is greater than zero).

Provided Choice and or SES to all eligible students using less than the 20% obligation	Yes
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Warning

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2015-16 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

The LEA has not been able to establish interdistrict transfer agreements, and the LEA could not offer SES because it was not served by any approved providers including online providers	
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2015-16 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2015 through June 30, 2016.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2015-16 Title II, Part A entitlement	\$88,878
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Professional Development Expenditures

Professional development for teachers	\$45,799
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$1,974
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$47,773
General Comment (Maximum 500 characters)	

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2015-16 Title III, Part A Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through June 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities**(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-**

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2015-16 Title III, Part A Immigrant entitlement	\$3,765
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$0
2015-16 Unspent funds	\$3,765
General Comment (Maximum 500 characters)	

*****Warning*****

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2015-16 Title III, Part A LEP YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through June 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities**Required**

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2015-16 Title III, Part A LEP entitlement	\$71,484
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$18,353
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$5,477
4000-4999 Books and supplies	\$236
5000-5999 Services and other operating expenditures	\$3,869
Administrative and indirect costs (Amount cannot exceed 2% of the entitlement.)	\$559
Total year-to-date expenditures	\$28,494
2015-16 Unspent funds	\$42,990
General comment (Maximum 500 characters)	

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2015-16 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

Homeless Education Certification

The LEA hereby assures and certifies to the California State Board of Education that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Chuck
Homeless liaison last name	Whitecotton
Homeless liaison title	Director of Student Services
Homeless liaison e-mail address (format: abc@xyz.zyx)	cwhitecotton@wpusd.k12.ca.us
Homeless liaison telephone number (format: 999-999-9999)	916-645-6396
Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
If yes, indicate what level of training was completed. (Check all options that apply.)	
Local	Yes

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2015-16 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

County	Yes
State	No
National	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	09/04/2007
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2015-16 Title I, Part A Entitlement	\$806,883
2015-16 Title I, Part A direct or indirect services to homeless children reservation	\$5,000
Amount of 2015-16 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$5,000
No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

District Parental Involvement Certification

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parental involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- Involve parents in the joint development of the LEA Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116;
- Help schools to plan and implement effective parental involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement;
- Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- Involve parents in the activities of the Title I schools.

Does the district have a written parental involvement policy

Yes

LEA policy compliance

Yes

Does your current Title I district level parental involvement policy meet the above criteria

Annual evaluation date

06/30/2016

Annual Evaluation

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

Describe the involvement of parents during the policy evaluation process. If no evaluation occurred or if the evaluation date is not within the allowable range, provide an explanation why. (Maximum 500 characters)

At the district level, the DAC/DELAC committee discusses the parent involvement set-aside funds yearly and determines how to best spend those funds. At the school level, the SSC (with input from ELAC) determines how to best spend site-based parental involvement funds.

Describe parental involvement in decisions on the use of parental involvement set-aside. (Maximum 500 characters)

District Parental Involvement Contact Information

Parental Involvement contact name	Kathleen Leehane
Contact title	Director, Supplemental Programs and Accountability
Contact e-mail address	kleeane@wpusd.k12.ca.us
(format abc@xyz.zyx)	
Contact telephone number	916-645-6350
(format 999-999-9999)	

School Parental Involvement Policy Compliance Requirements

- The Title I, Part A school-level parental involvement policy describes the means to carry out:
- a) Involvement of parents in the development of the policy
 - b) School-parent compacts
 - c) Building of capacity for involvement of parents
 - d) Accessibility and opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students

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California Department of Education

Western Placer Unified (31 66951 0000000)

Consolidated Application

Status: Certified
Saved by: Carrie Carlson
Date: 6/21/2016 2:48 PM

2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact E-mail Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
First Street	6117493	Y		Y		Ruben Ayala	Principal	rayala@wpusd.k12.ca.us	916-645-6330
Phoenix High (Continuation)	3130036	Y		Y		Chuck Whitecotton	Principal	cwhitecotton@wpusd.k12.ca.us	916-645-6395
Glen Edwards Middle	6108351	Y		Y		Stacey Brown	Principal	sbrown@wpusd.k12.ca.us	916-645-6370
Sheridan	6031363	Y		Y		John Kovach	Principal	jkovach@wpusd.k12.ca.us	530-633-2591
Carlin C. Coppin Elementary	6085252	Y		Y		Shamryn Coyle	Principal	scoyle@wpusd.k12.ca.us	916-645-6390
Creekside Oaks Elementary	6098610	Y		Y		Scott Pickett	Principal	spickett@wpusd.k12.ca.us	916-645-6380

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2015-16 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Sheridan (31 66951 31669516031363)

PI Year	1
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	0
Number of students who received SES	0
PI Activities Exception Comment	School choice was offered to all eligible students; no families opted to participate. SES services were offered to all eligible students; no families opted to participate.
Additional Comments (Maximum 500 characters)	

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2015-16 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Creekside Oaks Elementary (31 66951 31669516098610)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	15
Number of students who received SES	15
PI Activities Exception Comment	School choice was offered to all eligible students; no families opted to participate.
Additional Comments (Maximum 500 characters)	

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2015-16 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Glen Edwards Middle (31 66951 31669516108351)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	5
Number of students who received SES	5
PI Activities Exception Comment	School choice was offered to all eligible students; no families opted to participate.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	Y
Implemented a new curriculum, including appropriate professional development	N
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	N
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	Replaced school principal in 2014-2015.

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2015-16 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

First Street (31 66951 31669516117493)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	3
Number of students who received SES	3
PI Activities Exception Comment	School choice was offered to all eligible students; no families opted to participate.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Although the leadership structure has remained constant, the makeup of the leadership team has shifted. In addition, First Street has made a school-wide commitment to implementing Visible Learning and TESS (brain-based first instruction) strategies in an effort to improve both lesson design and lesson delivery. This has helped staff focus on higher expectations for students and increased student engagement. District office staff regularly monitors the implementation of these programs.

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California Department of Education

Western Placer Unified (31 66951 0000000)

Consolidated ApplicationStatus: Certified
Saved by: Carrie Carlson
Date: 6/21/2016 2:48 PM**2015-16 Title II, Part A School Class Size Reduction Report**

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

CDE Program Contact:Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
Carlín C. Coppin Elementary	6085252	0	0	0
Creekside Oaks Elementary	6098610	0	0	0
First Street	6117493	0	0	0
Foskett Ranch Elementary	0108514	0	0	0
Glen Edwards Middle	6108351	0	0	0
Lincoln Crossing Elementary	0113068	0	0	0
Lincoln High	3134657	0	0	0
Phoenix High (Continuation)	3130036	0	0	0
Sheridan	6031363	0	0	0
Twelve Bridges Elementary	0106443	0	0	0
Twelve Bridges Middle	0111385	0	0	0

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California Department of Education

Western Placer Unified (31 66951 0000000)

Consolidated Application

Status: Certified
Saved by: Carrie Carlson
Date: 6/21/2016 2:48 PM

2015-16 Title III, Part A LEP Nonprofit Private School Reimbursement

The purpose of this data collection is to capture the documentable number of private school English learners who received Title III services during the reported fiscal year.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

School Name	School Code	Enrollment	Flagged for LEP Participation	English Learner Students Served	Participation Explanation (Max 500 char)
Community Christian Schools	7089469	34	N	0	Community Christian Schools did not opt to receive Title III services.

Warning

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2014-15 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2014 through June 30, 2016.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2014-15 Title II, Part A entitlement	\$92,840
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Professional Development Expenditures

Professional development for teachers	\$87,028
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$5,812
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$92,840
General Comment (Maximum 500 characters)	

*****Warning*****

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2014-15 Title III, Part A Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through June 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities**(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-**

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2014-15 Title III, Part A Immigrant entitlement	\$6,786
2014-15 Title III, Part A supplemental Immigrant entitlement	\$2,025
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$0
2014-15 Unspent funds	\$8,811
General comment (Maximum 500 characters)	

*****Warning*****

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2014-15 Title III, Part A LEP YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through June 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities**Required**

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2014-15 Title III, Part A LEP entitlement	\$78,090
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$16,495
2000-2999 Classified personnel salaries	\$1,896
3000-3999 Employee benefits	\$4,869
4000-4999 Books and supplies	\$9,235
5000-5999 Services and other operating expenditures	\$44,065
Administrative and indirect costs	\$1,530
Total year-to-date expenditures	\$78,090
2014-15 Unspent funds	\$0
General comment (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

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
Hobsons for Naviance

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Kerry Callahan 
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

CTE Incentive Grant

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract with Hobsons is for Naviance, a college and career readiness platform for staff, students and parents. It provides college and career readiness curriculum, interest inventories, SAT/ACT prep, data regarding students' post-secondary placement, college and career planning, and other excellent resources that support our college and career pathways and LCAP goal of all students college and career ready.

RECOMMENDATION:

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

Order Form



To:
Western Placer Unified
810 J St.
Lincoln, CA 95648-1825

Date: June 21, 2016

Hobsons Contact:
Zach Zimmerman
zach.zimmerman@hobsons.com
(510) 379-2247

Product or Service	Subscriber	Quantity	Unit	Term
AchieveWorks	Glen Edwards Middle	871.00	Enrollment	12
AchieveWorks	Lincoln High	1,677.00	Enrollment	12
AchieveWorks	Phoenix High (continuation)	85.00	Enrollment	12
AchieveWorks	Twelve Bridges Middle	769.00	Enrollment	12
Naviance for High School - District Edition	Lincoln High	1,677.00	Enrollment	12
Naviance for High School - District Edition	Phoenix High (continuation)	85.00	Enrollment	12
Naviance for Middle School - District Edition	Glen Edwards Middle	871.00	Enrollment	12
Naviance for Middle School - District Edition	Twelve Bridges Middle	769.00	Enrollment	12
Naviance College and Career Readiness Curriculum	Glen Edwards Middle	871.00	Enrollment	12
Naviance College and Career Readiness Curriculum	Lincoln High	1,677.00	Enrollment	12
Naviance College and Career Readiness Curriculum	Phoenix High (continuation)	85.00	Enrollment	12
Naviance College and Career Readiness Curriculum	Twelve Bridges Middle	769.00	Enrollment	12
Naviance Course Planner for District	Glen Edwards Middle	871.00	Enrollment	12
Naviance Course Planner for District	Lincoln High	1,677.00	Enrollment	12
Naviance Course Planner for District	Phoenix High (continuation)	85.00	Enrollment	12
Naviance Course Planner for District	Twelve Bridges Middle	769.00	Enrollment	12

Naviance eDocs	Lincoln High	415.00	SrEnrollment	12
Naviance eDocs	Phoenix High (continuation)	20.00	SrEnrollment	12
Naviance Alumni Tracker	Lincoln High	1.00	Sites	12
Naviance Alumni Tracker	Phoenix High (continuation)	1.00	Sites	12
Implementation Guide	Western Placer Unified	1.00	Guides	1
Family Connection Engagement Package	Western Placer Unified	1.00	Package	1
Teacher Engagement Package	Western Placer Unified	1.00	Package	1
Training Onsite Day 6 Hours (K12)	Western Placer Unified	3.00	Package	6
Private Web-Based Training (K12)	Western Placer Unified	6.00	Hours	6
Consulting Hours	Western Placer Unified	60.00	Hours	12
Total Price:			\$47,491.10	

Notes: (if applicable)	Private professional development sessions must be scheduled and delivered within 6 months of date of purchase. Private professional development courses can have up to 15 participants per session. Subscription to Naviance eDocs is based on enrollment of Senior class only.
Comments:	All figures quoted are exclusive of sales tax. Invoice Schedule: 7/1/2016: \$47,491.10

Please complete or update the following information:

Account Contacts	Name	Email Address
Primary	Kerry Callahan	
Billing	Kerry Callahan	kcallahan@wpusd.k12.ca.us
Data/Technology		
Training		
Payment Method:	<input type="checkbox"/> Purchase Order # _____ <input type="checkbox"/> Credit Card # _____ <input type="checkbox"/> Check <input type="checkbox"/> Wire Transfer # _____	
	<i>If paying by credit or debit card</i> Expiration Date (MM/YY): ____ / ____ Billing Zip Code: _____ Security Code : _____	
CEEB Code:		

Prices are valid for 30 days from the date specified above. All costs are denominated in U.S. dollars. Payment is due within 30 days of your invoice date. Unless separate invoice and payment terms are specified, Hobsons will issue invoices once per year, with the first taking place upon execution of the order form and then annually thereafter throughout the term of the contract. Payment terms in all instances are Net 30.

The services are delivered in accordance with applicable terms that can be found at <https://succeed.naviance.com/auth/signin?tos=1#/tos>. By signing below, you agree to be bound by such terms and that such terms are made a part of this contract.

Please complete the contact and payment information as indicated, then sign below to indicate your acceptance. By signing this contract, you are stating that you are authorized by your institution to make this purchase. If a Purchase Order is required for payment to be issued, please indicate below. If you have selected professional services, travel expenses for on-site professional services will be billed separately following your session(s).

☐ Yes, a Purchase Order is required. It will be sent to Naviance by _____.

Upon execution by Authorized Signatory, Client hereby agrees to the Terms of Service which will become effective together with this Order Form as of the Signature Date below.

		
Signature	Printed Name and Position	Signature Date

Purchase Order & Order Forms:
Naviance, Inc.
50 E. Business Way, Suite 300
Cincinnati, OH 45241

Remit To:
Naviance, Inc.
P.O. Box 504571
St. Louis, MO 63150-4571

IF YOU CHOOSE TO FAX, THEN PLEASE CLICK ON THE 'SIGN ON PAPER' BUTTON FOLLOWED BY 'PRINT AND FAX' BUTTON AND FAX YOUR SIGNED ORDER FORM TO THE NUMBER PROVIDED ON THE COVERPAGE OF THE DOWNLOADED DOCUMENT

Terms of Service for Naviance Participating High Schools

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the National Student Clearinghouse ("Clearinghouse"), a not-for-profit corporation organized under the laws of the Commonwealth of Virginia, and the undersigned high school or high school district ("School") agree as follows:

1. The Clearinghouse provides a nationwide, central repository of information on student enrollment, degrees, diplomas, certificates and other educational achievements.
2. The School wants to obtain information on the attendance of its former students in postsecondary institutions. The School wishes to use the services of the Clearinghouse to assist in the functions as described below and designates the Clearinghouse as its authorized representative for this purpose.
3. The School will transmit to Naviance lists of its graduates ("Graduates"). Initially, it will transmit a list of Graduates dating back up to eight (8) years and, thereafter, will submit lists of new graduates each year after conferral of diplomas. The School agrees that it will submit its Graduates files electronically and that they will contain the data elements and configuration reasonably required by the Clearinghouse. Naviance, acting on behalf of School as a school official, will conform the data to Clearinghouse standards and submit the data to the Clearinghouse.
4. Upon request, the Clearinghouse will compare the School's Graduates with its database and provide the School with data on the subsequent enrollment and educational achievements of its students at postsecondary institutions. In addition to the Graduates file, the School may also submit through Naviance lists of graduates and other former students in a format reasonably required by the Clearinghouse ("StudentTracker Request Files"), and the Clearinghouse will provide data to the School via Naviance on the subsequent enrollment and educational achievements of these students at postsecondary institutions. The Clearinghouse reserves the right to reasonably limit the number of Request Files submitted by the School per calendar year.
5. The services provided by the Clearinghouse under this Agreement will be paid for by the School through Naviance, which will be responsible for forwarding payment to the Clearinghouse.
6. The Clearinghouse uses its best efforts to review, interpret, and follow publicly disseminated guidance on FERPA in the development and operation of its services and provides for the release of only unblocked directory information unless FERPA authorizes release without consent. The School is solely responsible for its compliance with FERPA, and the Clearinghouse is not liable for any errors or omissions by the School that may give rise to FERPA violations. Both the Clearinghouse and the School agree to comply with all applicable Federal, State, and local statutes, regulations, and other requirements pertaining to the security, confidentiality, and privacy of information exchanged with and maintained by the Clearinghouse.
7. The School agrees that it may only disclose the data provided by the Clearinghouse to other educators, school boards, and school officials whom it has determined to have legitimate educational interests. The School agrees that it will not release data provided by the Clearinghouse to any other individuals, institutions, or organizations, other than those identified above, either in student or postsecondary institution identifiable form, without the Clearinghouse's express written permission and payment of any additional fees that may be required.
8. In the event the School is required to disclose any data provided hereunder (specifically including, but not limited to, information which could potentially identify individuals or specific postsecondary institutions) pursuant to any applicable statute, law, rule or regulation of any governmental authority or pursuant to any order of any court of competent jurisdiction, the School must provide the Clearinghouse prompt notice of such request for disclosure and reasonably cooperate with the Clearinghouse's efforts to obtain a protective order. The parties further agree that any exclusion effected pursuant to this provision is authorized only to the minimum extent necessary to allow the School to comply with a legal rule or order compelling the disclosure of information and shall not constitute a general waiver of the obligations of confidentiality under this Agreement.
9. The School will institute and maintain reasonable controls to ensure that the information it provides to the Clearinghouse under this Agreement is complete and accurate. The School agrees that the Clearinghouse will not be responsible for actions, errors or omissions of the School.
10. The Clearinghouse will institute and maintain reasonable controls to ensure the integrity and security of its database and data transmission systems so that it releases information solely to authorized Requestors in accordance with the terms of this Agreement and applicable law.

11. The School retains full ownership rights to the information in the education records it provides to the Clearinghouse. Upon termination of this agreement, the Clearinghouse will immediately discontinue use of any information that has been provided to it by the School. The Clearinghouse will destroy all information provided under this Agreement after all retention requirements for federal, state and local audits have expired but in no event later than six months after termination of the Agreement.
12. The School agrees to acknowledge in all internal and external reports, presentations, publications, press releases, and/or research announcements that utilize StudentTracker data that the source of the data is the StudentTracker service from the National Student Clearinghouse.
13. The School agrees to provide all notices to the Clearinghouse under this Agreement to:

National Student Clearinghouse
2300 Dulles Station Blvd., Suite 300
Herndon, VA 20171
Attn: Vickie Graham, Contract Admin.
Electronically: graham@studentclearinghouse.org
Fax: 703-742-4234

14. The Clearinghouse agrees to provide all notices under this Agreement to the School to the signatory and address on Page 1 of this Agreement unless otherwise instructed in writing by the School. The Clearinghouse considers the signatory to this Agreement as its primary contact for all operational and systems issues unless otherwise instructed in writing by the School.
15. This Agreement commences on the date that School access to the StudentTracker service is first enabled ("Effective Date") and shall continue until the earlier of: (a) termination by either party by providing sixty (60) days notice to the other party, or (b) termination of the School's relationship with Naviance. In the event of termination under (b) above, the School may enter into a direct contract with the Clearinghouse. The parties agree that any subsequent modifications to this Agreement will be made only in writing.
16. All representations, warranties, disclaimers of liabilities, indemnifications, and covenants between the parties will survive the termination of this Agreement for any reason and in any manner and will remain in full force and effect between the parties.

Signature

Printed Name and Position

Signature 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:

Ratification of Agreement
between Western Governors University
and the Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Gabe Simon, Ed.D. *65*
Assistant Superintendent of Personnel Services

ENCLOSURES:

Agreement

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The Western Placer Unified School District and Western Governors University approve of this agreement. This agreement addresses student teaching affiliation and working with teaching candidates.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Agreement between Western Governors University and the Western Placer Unified School District



Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

STUDENT TEACHING AFFILIATION AGREEMENT

This Student Teaching Affiliation Agreement ("Agreement") is entered into this third day of June, 2016 ("Effective Date") by and between Western Governors University, a Utah non-profit corporation ("WGU"), and Western Placer Unified School District ("District").

Recitals

WGU is regionally accredited by the Northwest Commission on Colleges and Universities. The WGU Teacher Education programs are further accredited by the National Council for the Accreditation of Teacher Education (NCATE);

WGU conducts teacher training programs leading to degrees and desires to obtain student teaching experiences for the teacher candidates enrolled in its educational programs; and

The District recognizes the need for and desires to aid in the educational development of student teachers and is willing to make its premises available for such purposes.

Agreement

In consideration of the foregoing premises, the mutual covenants and agreements set forth herein, and other good and valuable consideration, WGU and the District agree as follows:

A. Definitions

1. "Teacher Candidate" shall refer to a student enrolled in a program at WGU leading to an education credential.
2. "Host Teacher" shall refer to a District employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Host Teacher may or may not be a Clinical Supervisor.
3. "Clinical Supervisor" shall refer to a present or former employee of the District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or the District to supervise Teacher Candidate progress. WGU shall be responsible for the selection, assignment, and compensation of Clinical Supervisors.
4. "Student Teaching" shall refer to the active participation by a Teacher Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Host Teacher and/or Clinical Supervisor.
5. "Student Teaching Assignment" shall refer to the greater of the WGU 12-week requirement (16 weeks for special education assignments) or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all WGU and State requirements.

B. WGU Responsibilities

1. Selection of Students. WGU shall be responsible for the selection of qualified Teacher Candidates with the appropriate educational background and skills to participate in the Student Teaching Assignment.
2. Education of Students. WGU shall assume full responsibility for the education of its Teacher Candidates, monitoring and evaluating individual Teacher Candidate progress, the administration of the program, the curriculum content, matriculation requirements, and other issues required by its Student Teaching program.
3. Clinical Supervisor. The District or WGU shall appoint a Clinical Supervisor who shall observe Teacher Candidates in the classroom on six separate occasions during a Student Teaching Assignment and will assess the Teacher Candidate's progress toward mastery of teaching competencies.

4. Host Teacher Compensation. If District policies allow, WGU shall compensate either the District or Host Teacher **\$150.00 per Teacher Candidate** for the services described in this Agreement. The District acknowledges that the issuance of such compensation directly to the Host Teacher will not render the Host Teacher an employee or agent of WGU. No Host Teacher compensation will be provided where a Teacher Candidate acts as teacher-of-record within the District.
5. Clinical Supervisor Compensation. If the Clinical Supervisors are employees of the District, WGU shall compensate either the District or the Clinical Supervisors **\$500.00 per Teacher Candidate** for Clinical Supervisor services. The District acknowledges that where District policies allow the issuance of such compensation directly to employee Clinical Supervisors, WGU may contract directly with those individuals for Clinical Supervisor services.
6. Compensation upon Termination of Assignment. In the event a Student Teaching Assignment is terminated prior to completion, compensation for Host Teacher and Clinical Supervisor services shall be pro-rated to the number of weeks completed.
7. Background Check. WGU shall require each Teacher Candidate to submit to a complete background check, including criminal history, as a condition of Student Teaching. District shall inform WGU of the acceptable background check requirements. WGU shall attest to District that a background check has been completed for each Teacher Candidate recommended for a Student Teaching Assignment.
8. Representations. WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements. WGU makes no other representation, express or implied, about, or assumes any responsibility for, the Teacher Candidate's fitness or qualification to participate in the Student Teaching Assignment. Nothing in this Agreement shall be construed as a delegation by the District to WGU of any of the District's duties and responsibilities for operation or supervision of the school or classes of the District.

C. District Responsibilities

1. Host Teacher. The District shall provide the Teacher Candidate with Student Teaching experience in a school and classes of the District under the direct supervision and instruction of a Host Teacher.
2. Access for Clinical Supervisor. The District shall allow the Clinical Supervisor on-going access to the host school and classroom for the specific purpose of observing the Teacher Candidate.
3. District Policies. The District shall provide Teacher Candidates with any of the District policies and procedures to which Teacher Candidates are expected to adhere during Student Teaching Assignments and while on District premises.
4. Right to Accept or Terminate. The District may refuse to accept for placement, or may terminate the Student Teaching Assignment, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to the District. Notices of such decisions shall be provided to WGU in writing and shall state the reasons for such decision. When possible, District shall make reasonable efforts to consult with WGU prior to terminating the assignment of a Teacher Candidate.
5. Evaluations. The District, through the involvement of the Host Teacher, shall participate with the Clinical Supervisor and the Teacher Candidate in two evaluations of Teacher Candidates: one mid-way through the Student Teaching Assignment, and another at the end. WGU shall be responsible for the format of the evaluations.
6. Facilitation of Professional Development. The District shall facilitate Teacher Candidate professional development through educational assignments and shall make available an appropriate working environment, including adequate space, equipment, and supplies to meet the objectives of training.

D. Insurance and Indemnification

1. WGU Insurance. WGU shall provide and maintain general liability insurance in the minimum amounts of \$1,000,000 per occurrence and \$2,000,000 in the aggregate and, upon request of the District, shall furnish proof thereof in the form of a certificate of insurance. WGU shall maintain at its sole expense workers' compensation insurance for participating Teacher Candidates.
2. Professional Liability Insurance. Teacher Candidates will be responsible for procuring and maintaining professional liability insurance at their own expense. The limits of the policy shall be a minimum of \$1,000,000 per occurrence and \$3,000,000 in the aggregate. Such policy shall remain in full force and effect for the duration of the Student Teaching Assignment.
3. District Insurance. Upon request, District shall provide evidence that it is self-insured or maintains adequate general liability insurance coverage to satisfy the requirements of this Agreement.
4. Indemnification. WGU shall hold harmless, defend and indemnify District and its elected and appointed governing board members, officers, employees, and agents from any and all losses, claims, damages (including costs and attorney's fees), or causes of action arising from any negligent or willful acts or omissions of WGU, its officers, employees, or Teacher Candidates incurred in the performance of this Agreement. To the extent allowed by law or District policies, District shall hold harmless, defend and indemnify WGU and its officers, employees, and agents from any and all losses, claims, damages (including costs and attorney's fees), or causes of action arising from the gross negligence or willful act of the District, its officers, employees, students, or agents incurred in the performance of this Agreement or in the unlawful refusal to accept a Teacher Candidate.

E. Mutual Terms and Conditions

1. Term. This Agreement shall commence on the Effective Date and shall continue until such time as either party gives the other party thirty (30) days written notice of its intent to terminate the Agreement; provided, however, that all Teacher Candidates at the District as of the date of such notice shall be permitted to complete their Student Teaching Assignment.
2. Educational Records.
 - a. Teacher Candidate Records. The District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g. The Parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R. Part 99 and to protect the privacy of education records concerning any Teacher Candidate assigned to the District under this Agreement. As a result of this Agreement, District shall be considered to be a "school official" of WGU and may transmit, share, or disclose education records, including evaluations and attendance records of Teacher Candidates, without the Teacher Candidate's written consent to other school officials of WGU who have a legitimate educational interest in the records.
 - b. District Student Records. WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. The District shall not grant Teacher Candidates or WGU employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.
3. Designation of Representative. Each party shall designate a representative to serve as a point of contact between the parties for communication and coordination of Student Teaching Assignments.
4. Status of Parties. Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties.
5. Non-Discrimination. Both parties agree to fully comply with all applicable non-discrimination laws of the District's state and municipality, and of the United States. Both parties will accept, assign,

supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, Vietnam-era veteran status, or any other basis protected by law.

6. Notices. All notices given under this Agreement shall be in writing and sent to the address listed at the end of this Agreement, and shall be effective upon receipt if delivered by personal or overnight delivery, facsimile, or e-mail transmission, or effective five (5) days after being placed in the United States mail, postage pre-paid.

7. Arbitration. The parties agree that disputes arising hereunder shall be subject to arbitration pursuant to the rules of the American Arbitration Association and judgment upon the award may be entered in any court having jurisdiction thereof. All arbitration activities shall be conducted via telephone and/or video conference.

8. Entire Agreement and Severability. This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification or change to the Agreement shall be valid unless the same is in writing and signed by both parties. The invalidity of any provision of this Agreement will not affect the validity of any other provisions. No Teacher Candidate or other third party shall be a beneficiary of, or have any right to enforce the terms of this Agreement.

9. General Provisions. This Agreement: (i) shall be binding and enforceable by the parties hereto and their respective legal representatives, successors, or assigns; and (ii) may be executed in two or more counterparts including by facsimile or scanned image, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties have executed this Agreement effective the day and year first above written.

Western Governors University ("WGU")

By: [Signature]
Title: Field Placement Manager
Date: 6/3/2016

For notice purposes, contact:

Kristie Bringham
Placement Specialist
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533
Phone: (866) 889-7681 x4226
Fax: (801) 401-7961

Western Placer Unified School District ("District")

By: Gabe Simon
Title: Asst. Supt. of Personnel
Date: 6/20/16

For notice purposes, contact:

Name: Gabe Simon
Title: Asst. Supt. of Personnel
District: WPUUSD
Street: 600 6th St. Suite 400
City/State/Zip: Lincoln, CA 95648
Phone: (916) 648-5293
Fax: —
Email: gsimon@wpuasd.k12.ca.us

**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:

Ratification of Agreement
between National University
and the Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Gabe Simon, Ed.D. 
Assistant Superintendent of Personnel Services

ENCLOSURES:

Agreement

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The Western Placer Unified School District and National University approve of this agreement. This agreement addresses placing certificated interns in District positions as they work to complete their site placement and earn their credentials.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Agreement between National University and the Western Placer Unified School District



INTERNSHIP CREDENTIAL PROGRAM AGREEMENT

This Internship Credential Program Agreement ("Agreement") is entered into effective June 1, 2016 ("Effective Date") by and between Western Placer Unified, a legal association of school districts who have partnered for the purpose of providing contractual services for students, or state-supported K-12 educational service unit, which is located in the State of California, County of Placer, Western Placer Unified (individually or collectively, "District"), and National University ("University"), a California nonprofit, private university.

RECITALS

- A. University is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). University has met all of the preconditions prescribed by the California Commission on Teacher Credentialing (CTC) to offer the following internship credential programs ("Programs"): Teacher Education Internship Credential, Special Education Internship Credential, Preliminary Administrative Services Internship Credential, and Pupil Personnel Services Internship Credential – School Counseling, Pupil Personnel Services Internship Credential – School Psychology;
- B. California Education Code Sections 44452 and 44321 authorize a public school district or county office of education in cooperation with an approved college or university to establish an internship program meeting the provisions of applicable California statutes and CTC regulations. District is a public school district (or state-supported K-12 educational service unit) or county office of education and University is an approved university within the meaning of Ed Code Section 44452; and
- C. District and University wish to partner to deliver services in support of the Programs that meet the regulations and standards of CTC. Attached as Exhibit "A" to this Agreement and incorporated herein by this reference is a list of the Programs that District and University will be supporting through this partnership.

Based on these recitals, District and University agree as follows:

- 1. Term. The term of this Agreement shall commence as of the Effective Date above and shall continue until such time as either party gives 30 days notice of its intent to terminate this Agreement. All Interns placed with District and who are in good standing with District and University as of the date of termination of this Agreement shall be permitted to complete their internship experience with District.
- 2. Placement of Interns. University students, certified as qualified and competent by University to provide intern services to District, may, at District's discretion, be accepted and assigned to its schools for services as interns ("Interns"). University and District shall coordinate the process of selection and placement of Interns. University reserves the right to make the final determination on any Intern's acceptance into the Program, while District reserves the right to make the final determination on any Intern's employment. Neither University nor District shall discriminate in the selection or acceptance of, or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.
- 3. Program Requirements. Each Intern accepted into the Program must have met all of the following qualifying minimum criteria:
 - a. Recommendation to a Program by a District designee.
 - b. Interview and screening by District staff, including a background check, district administrator interview and paper screening, Department of Justice fingerprint clearance, and a baccalaureate degree from an accredited institution.
 - c. Interview and screening by University staff, including a personal interview, written self-evaluation regarding teaching and learning, and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
 - d. Interview with a University Support Provider/Supervisor and a lead faculty member for the Program.
 - e. Passage of the CBEST exam or proof of basic skills assessment and verification of subject matter competence by completion of an approved program or passage of the CSET.
 - f. All service preconditions required by the CCTC shall have been met.

4. Intern Employment Status. Interns shall be District employees for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, vacation pay, sick leave, retirement benefits or any other payments or benefits for or on behalf of Interns.
5. Reservation of Right to Payment. Pursuant to Education Code Section 44462, District reserves the right to request an adjustment of any Intern's salary to cover supervision services pursuant to this Agreement.
6. Non-Displacement of Certificated Employees. Pursuant to CTC requirements, upon request District shall provide written certification to University that each Intern placed with District has not displaced a certificated District employee, which shall enable University to verify to CTC that all statutory and CTC requirements have been met.
7. Intern Advisory Committee. District and University will collaborate to develop an Intern Advisory Committee comprised of community members, institutional administrators, teachers, faculty members, and at least one Intern representative, which will serve to provide guidance and support for the Programs.
8. Teacher and Special Education Intern Support.
 - a. To support Education Credential Interns, District and University will each provide a qualified supervisor to assist each Intern in a Program. District supervisors are called "Site Support Providers". University supervisors are called "University Support Providers". District Site Support Providers will mentor, coach and consult with interns on all areas of responsibility as a teacher of record by visiting the classroom to conduct real time observations with pre- and post-debriefing protocols to provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; assessment of language needs and progress; and support for language accessible instruction. University Support Providers will provide guidance and mentorship in weekly planning for all students including, but not limited to English Language Learners via virtual communication, in-classroom coaching and mentoring as deemed appropriate.
 - b. District Site Support Providers will hold a valid Clear or Life Credential, three years of successful teaching experience, and a valid English Learner Authorization or CLAD Certificate issued pursuant to section 80015 or valid bilingual authorization issued pursuant to section 80015.1. University Support Providers will have current knowledge in their subject-matter area; ability to model best practices in teaching, scholarship and service; working knowledge about diversity (abilities, culture, language, ethnic, gender); and understanding of academic standards, frameworks and accountability for public schools. District and University shall independently determine the qualifications of their respective supervisors.
 - c. District's Site Support Provider and University's Support Provider will together meet periodically with Interns to ensure Interns are following the California standards for the specific credential each Intern is seeking to obtain.
 - d. District's Site Support Provider/Site Supervisors and University's Support Providers will meet without the Intern to discuss the Intern's progress, as needed.
 - e. Concurrent with an Intern's experience at District, University will hold Program orientation seminars for Interns and training seminars for District Site Support Providers/Supervisors. During the Site Support Providers'/Site Supervisors' training, University representatives will review supervising techniques, establish procedures for conducting observations and providing assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.
 - f. District will include Interns in appropriate District support programs and regularly scheduled staff development activities.
 - g. District will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance to Interns at District.
 - h. University Support Providers will visit Interns at their sites on a regularly scheduled basis to monitor each Intern's progress. District Site Support Providers will provide supervision and ongoing support for a minimum of 72 hours. Interns without an English Language Authorization must receive focused English Language instruction support. University Support Providers will provide supervision and ongoing support for a minimum of 72 hours. Interns without an English Language Authorization must receive a minimum of 45 hours of focused English Language instruction support. University Support Providers will monitor the completion of employer-provided support via a Intern Support Verification Form to verify the clockwork hours provided by Site Support Providers and/or employer support personnel. Forms must be turned in as part of the intern's clinical practice course assignments.
9. Counseling, Psychology and Administrative Services Intern Support
 - a. To support Services Credential Interns, District and University will each provide a qualified supervisor to assist each Intern in a Pupil Personnel Services School Counseling, Pupil Personnel Services School Psychology, and Administrative Services Programs. District supervisors are called "Site Support Providers/Site Supervisors". University supervisors are called "Support Providers/University Supervisors".
 - b. District and University shall independently determine the qualifications of their respective supervisors.
 - c. District's Site Support Provider/Site Supervisors and University's Support Provider/University Supervisors will together meet periodically with Interns to ensure Interns are following the California standards for the services credential each intern is seeking to obtain.
 - d. District's Site Support Provider/Site Supervisors and University's Support Providers/University Supervisors will meet without the Intern to discuss the Intern's progress, as needed.
 - e. Concurrent with an Intern's experience at District, University will hold Program orientation seminars for Interns and training seminars for District Site Support Providers/Supervisors. During the Site Support Providers'/Site Supervisors' training, University representatives will review supervising techniques, establish procedures for conducting observations and providing

- assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.
- f. District will include Interns in appropriate District support programs and regularly scheduled staff development activities.
 - g. District will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance to Interns at District.
 - h. University Support Providers will visit Interns at their sites on a regularly scheduled basis to monitor each Intern's progress.
10. Academic Responsibility. University shall have exclusive control over all academic issues involving the Programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Interns; evaluation of Interns' prior experience and education; evaluation of Interns' academic progress; scheduling courses; awarding academic credit; and conferring degrees.
11. Duration of Internship. Once a student has been accepted as an Intern by District, and if the student remains in good standing in the Program at University and within the District's policies and performance standards, the Intern will be permitted to finish his/her internship at District. However, an Intern who performs below acceptable District or University standards, after appropriate support and advice efforts have been exhausted, may be removed from the paid internship position by the District and/or removed from his/her Program by the University. All services provided by University and District pursuant to this Agreement shall terminate upon an Intern's removal from the District or termination of participation in a Program.
12. Assessment. Assessment is a function of the Teacher Education Internship Seminar course (for the Teacher Education Internship Credential), Specialist Education Clinical Practice Seminar courses (for the Special Education Internship Credential), Intern Field Experience course (for the Preliminary Administrative Services Internship Credential) and Best Practices Internship Seminar for School Counseling and School Psychology (for the Pupil Personnel Services Internship Credential). Students in those classes will pre-assess their teaching or administrative skills, develop a plan for growth, and assess their growth at the close of the course. This pre-assessment, development and post-assessment will occur in collaboration with the District Site Support Provider/Site Supervisor and the University Support Provider/University Supervisor.
13. Indemnity. The District shall defend, indemnify and hold the University, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, or agents.
- The University shall defend, indemnify and hold the District, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, employees, or agents.
14. Relationship of Parties. Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship between the parties.
15. Publicity. Neither University nor District shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.
16. Records. It is understood and agreed that all employment records shall remain the property of District, and all student records, including Intern assessments, will remain the property of University.
17. Entire Agreement and Severability. If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire agreement between the parties pertaining to the transaction and may not be amended unless in writing, signed by both parties.
18. Assignment. Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.
19. Notices. All notices or other communications given under this Agreement will be in writing and sent to the addressee listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered personally or by overnight mail, or effective three days after mailing if by certified mail, return receipt requested.
20. Representations. Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.
21. General Provisions. The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures; (c) will be governed by California law; and (d) has been executed at San Diego, California.

This Agreement is executed by and between:

University: National University

Contact: Frank Adame
Credentials Contract Coordinator
9980 Carroll Canyon Road
San Diego, CA 92131
Telephone (858) 642-8300
Facsimile (858) 642-8717
credcontracts@nu.edu

By: Randy C. Frisch, Esq.
Randy C. Frisch, Esq.
Vice Chancellor, Business and Administration

Dated: 6/16/16

District: Western Placer Unified

By: [Signature]

Name: Gabriel Siman, Ed. D.

Title: Asst. Supt. of Personnel

Address: 600 6th St. Ste. 400

Lincoln, CA 95648

Telephone: (916) 645-5293

Dated: 6/1/16

* Pending Board Approval on 6/30/16

EXHIBIT A

Internship Programs

District and University wish to partner to support the following Programs:

Teacher Education Internship Credential
Special Education Internship Credential
Preliminary Administrative Services Internship Credential
Pupil Personnel Services Internship Credential – School of Counseling
Pupil Personnel Services Internship Credential – School of Psychology

Public Hearing

**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:

Public Hearing Regarding the Western Placer Unified School District Intent to Adopt and Levy Increased Statutory Developer Fees and 2016 School Facility Fee Justification Report

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Michael Adell
Director of Facilities

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Developer Fees

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The Western Placer Unified School District is authorized to collect developer fees (referred to as Level I fees) as established by the State Allocation Board to assist in financing school facilities to serve students generated from new residential and commercial/industrial development. In order to qualify to collect Level I fees, the District must bi-annually complete a School Facility Fee Justification Report (Report) and have it adopted by the Board of Trustees.

The attached report shows the District is justified to collect Level I Fees at a rate of \$3.48 per square foot for residential and \$.056 per square foot for commercial/industrial development.

Per California Government Code 66016-66018, prior to adoption of the report, the Board of Trustees must hold a public hearing. At the public hearing the Board shall consider oral statements and/or written documentation made or filed by any interested party for or against the adoption of the increased statutory developer fees. The public hearing was noticed in the local newspaper for two successive weeks and posted in the District Office kiosk and District website 10 days prior to the hearing.

RECOMMENDATION:

Staff recommends the Board of Trustees hold a public hearing regarding the Western Placer Unified School District intent to adopt and levy increased statutory developer fees and the 2016 School Facility Fee Justification Report.

****PUBLIC NOTICE****
OF A PUBLIC HEARING REGARDING WESTERN PLACER UNIFIED
SCHOOL DISTRICT'S INTENT TO ADOPT
AND LEVY INCREASED STATUTORY DEVELOPER FEES
AND 2016 DEVELOPER FEE JUSTIFICATION STUDY
(GOVERNMENT CODE §§ 66016 & 66018)

At its February 24, 2016 meeting, the State Allocation Board determined that based on the adjustments for inflation, the assessment for developer fees should be set at a maximum fee of Three Dollars and Forty-Eight Cents (\$3.48) per square foot of assessable space for residential developments and Fifty-Six Cents (\$0.56) per square foot for commercial and industrial developments. This represents an increased fee from the previous fiscal year.

NOTICE IS HEREBY GIVEN that the Board of Trustees has scheduled a public hearing concerning the issue of adoption of the increased fees and the 2016 Developer Fee Justification Study on June 30, 2016, at 7:00 p.m., which is a regularly scheduled meeting of the Board. The Public Hearing will take place at the WPUSD District Office/City Hall located at 600 Sixth Street, 3rd Floor Conference Room, Lincoln, California, after which the Board of Trustees will determine whether to levy and collect the increased developer fees.

The Board of Trustees shall consider all oral statements and all written documentation made or filed by any interested party for or against the adoption of the increased statutory developer fees. At least ten (10) days prior to the meeting, the public data indicating the amount of cost, or estimated cost, required to provide the service for which the increased fee or service charge is levied and the revenue sources anticipated to provide the service, including general fund revenues, shall be available for inspection at the WPUSD District Office located at 600 Sixth Street, Suite 400, Lincoln, CA, 95648.

**SCHOOL FACILITY FEE JUSTIFICATION REPORT
FOR RESIDENTIAL, COMMERCIAL & INDUSTRIAL
DEVELOPMENT PROJECTS**

for the

WESTERN PLACER UNIFIED SCHOOL DISTRICT

June 2016

Prepared by
School Facility Consultants

**SCHOOL FACILITY FEE JUSTIFICATION REPORT
FOR RESIDENTIAL, COMMERCIAL & INDUSTRIAL
DEVELOPMENT PROJECTS**

for the
WESTERN PLACER UNIFIED SCHOOL DISTRICT

June 2016

Prepared for
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648
(916) 645-6350

Prepared by
School Facility Consultants
1303 J Street, Suite 500
Sacramento, CA 95814
(916) 441-5063

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EXECUTIVE SUMMARY

The Western Placer Unified School District (District) is justified to collect the legal maximum fee of \$3.48 per square foot of residential development as authorized by Government Code Section 65995 (Level I fees), as future residential development creates a school facility cost of \$7.28 per square foot. The District is also justified to collect the legal maximum fee of \$0.56 per square foot of development on all categories of commercial/industrial development (except rental self-storage), as those categories of development create school facility costs ranging from \$1.56 to \$6.63 per square foot of future development, even when fees from linked residential units are accounted for. Fees for new rental self-storage should be established on an individual case-by-case basis.

The District's justification for collecting fees on future residential and commercial/industrial development is based on the following facts and projections:

1. The District's projected enrollment is larger than its pupil capacity for K-6 and 9-12 grade groups. The District, therefore, does not have sufficient capacity to house K-6 and 9-12 students generated by future development. These students will require the District to acquire new school facilities.
2. Each square foot of future residential development creates an estimated school facilities cost of \$7.28. All categories of commercial/industrial development (except rental self-storage) create an estimated school facilities cost ranging from \$1.56 to \$6.63 per square foot of commercial/industrial development, even when fees from linked residential units are accounted for.
3. If the District collects the current maximum fee on residential development authorized by Government Code Section 65995 of \$3.48 per square foot, fee revenue will offset 47.8 percent of the school facility cost attributable to residential development. If the District collects the current maximum fee on commercial/industrial development authorized by Government Code Section 65995 of \$0.56 per square foot, fee revenue will offset from 8.4 percent to 35.9 percent of the school facility cost attributable to commercial/industrial development (except rental self-storage). For both residential and commercial/industrial development, the fees authorized by Government Code Section 65995 are fully justified.

The fees outlined above all meet the requirements of Government Code Section 66001 (the nexus requirements), that is, a reasonable relationship exists between the amount and use of the fees and the developments on which they are charged.

End of Section

INTRODUCTION

This Report analyzes the cost of providing school facilities for students generated by future residential and commercial/industrial development projects in the Western Placer Unified School District (District). *School Facility Consultants* has been retained by the District to conduct the analysis and prepare this Report.

A. Purpose and Scope

The purpose of this Report is to show that the District meets pertinent requirements of State law regarding the collection of developer fees.

State law gives school districts the authority to charge fees on new residential and commercial/industrial developments if those developments generate additional students and cause a need for additional school facilities. Government Code Section 65995 authorizes school districts to collect fees on future development of no more than \$3.48 per square foot for residential construction and \$0.56 for commercial/industrial construction (Level I fees). Level I fees are adjusted every two years according to the inflation rate for Class B construction as determined by the State Allocation Board. Government Code Section 66001 requires that a reasonable relationship exist between the amount and use of the fees and the development on which the fees are to be charged.

This Report:

- identifies the cost of providing school facilities for students generated by future residential and commercial/industrial development in order to justify the collection of fees on those developments and
- explains the relationship between the fees and the developments on which those fees are to be charged.

B. Brief Description of the Western Placer Unified School District

The Western Placer Unified School District is located in Placer County. District boundaries may be seen in greater detail on maps available at the District Office.

The District currently serves over 6,700 students in grades K-12 and operates seven elementary schools, two middle schools, one comprehensive high school, and one continuation high school.

Opportunities for new residential development exist in the District, and 1,325 new residential are anticipated to be subject to Level I fees, are currently projected to be built in the District over the next five years.

To accommodate this future residential development, the District plans to construct new elementary, middle and high school campuses. In addition, the District may purchase or lease portable classrooms to use for interim housing while permanent facilities are being constructed.

C. Data Sources

The data sources for this Report are listed in the table below and referenced throughout the Report.

Data Sources

Data Type	Data Source
Residential development rates	County of Placer; City of Lincoln; Placer County Assessor Information; Western Placer Unified School District (WPUSD); Local development project information
Commercial/industrial development rates	WPUSD Developer Fee Collection Data
Enrollment history	CBEDS, WPUSD
Pupil capacity of District schools	WPUSD
Student generation rates for housing units	WPUSD student address data and developer fee collection data; United States Census
Employees per square foot of commercial/industrial development	San Diego Association of Governments
Number of workers per household	United States Census

D. Outline of the Report

The Report is divided into six sections. The sections:

1. Identify the District's school facility needs,
2. Calculate the financial impact on the District of future residential and commercial/industrial developments,
3. Compare the projected revenues from developer fees to the costs of providing facilities for students generated by future developments,
4. Show that the District satisfies the requirements of Government Code Section 66001 with respect to the collection of developer fees,
5. Summarize other potential funding sources for school facilities, and
6. Present recommendations regarding the collection of developer fees.

End of Section

I. DISTRICT FACILITY NEEDS

This Section describes the District's requirements for school facilities. Specifically, the following subsections:

- A) Project the District's future enrollment over the next five-year period (through 2020/21),
- B) Identify the District's current capacity,
- C) Subtract the District's projected enrollment from the District's capacity to calculate the District's facility needs, and
- D) Describe the District's plan to fulfill its facility needs.

A. Five-Year Enrollment Projection

1) Enrollment History

The Report uses the California Basic Educational Data Systems (CBEDS) to track the District's total enrollment over the last five years (see Table 1-1). Total District enrollment has increased by 170 students (2.6%) from 2011/12 to 2015/16.

**Table 1-1
District Enrollment History**

Grade	2011/12	2012/13	2013/14	2014/15	2015/16
K-5	3,459	3,494	3,525	3,317	3,283
6-8	1,539	1,540	1,543	1,604	1,636
9-12	1,557	1,564	1,637	1,717	1,806
Total	6,555	6,598	6,705	6,638	6,725

2) Enrollment Projection

This Report uses the State School Facility Program Cohort Survival enrollment projection to estimate future enrollment.

Table 1-2 summarizes the 2020/21 enrollment projections for the District.

**Table 1-2
Five-Year Enrollment Projections**

Grade	Current Year 2015/16	Fifth Year 2020/21	Percent Increase (Decrease)
K-5	3,283	3,670	11.8%
6-8	1,636	1,604	(2.0%)
9-12	1,806	2,146	18.8%
Total	6,725	7,420	10.3 %

B. Pupil Capacity of District Facilities

The Report calculates the pupil capacity of the District by (1) taking an inventory of the classrooms that are included in the District's long-term facility plans and (2) applying the District's classroom loading standards to that inventory.

1) Classroom Loading Standards

The District's classroom loading standards are listed in Table 1-3.

Table 1-3
Loading Standards

Grade Level	Number of Students Per Classroom
K	50
1-3	20
4-5	31
6-8	32
6-8 Lab Rooms	25
9-12	32
Continuation High	19
9-12 Lab Rooms	25
9-12 Shop Rooms	24
Non-Severe Special Day Class	16

Source: Western Placer Unified School District

2) Classroom Capacity

Table 1-4 lists the classroom capacity of the District by grade group. The capacity is determined by multiplying the number of classrooms in the District by the appropriate District loading standard identified in Table 1-3.

The classroom count was established by taking the number of classrooms identified on the District's School Facility Program SAB 50-02, *Existing School Building Capacity* form, Part II, Option B, Line e. (41 K-5 classrooms, 29 6-8 classrooms, 25 9-12 classrooms, and 2 Non-Severe Special Day Class (SDC) classrooms) and adjusting for additional permanent classrooms provided through the construction of the Twelve Bridges Elementary School (29 K-5 classrooms and 1 Non-Severe SDC classroom), the Foskett Ranch Elementary School (28 K-5 classrooms and 1 Non-Severe SDC classroom), the Foskett Ranch Elementary Addition (2 Non-Severe SDC classrooms), the Lincoln High School Addition (5 9-12 classrooms), the Lincoln Crossing Elementary School (26 K-5 classrooms and 1 Non-Severe SDC classroom), the Twelve Bridges Middle School (36 6-8 classrooms and 2 Non-Severe SDC classrooms) and the addition of relocatable classrooms on various campuses (12 K-5 portable classrooms, 5 6-8 portable classrooms and 6 9-12 portable classrooms).

Table 1-4
Classroom Count and Pupil Capacity Based on
District Loading Standards

Grade Group	Number of Classrooms	Number of Pupils Per Classroom	Pupil Capacity
K	12	50	600
1-3	89	20	1,780
4-5	35	31	1,085
6-8	66	32	2,112
6-8 Lab Rooms	4	25	100
9-12	28	32	896
Continuation High	1	19	19
9-12 Lab Rooms	2	25	50
9-12 Shop Rooms	5	24	120
Non Severe SDC	9	16	144
Total	251	N/A	6,906

3) Percent Utilization

Table 1-5 shows the percentage of classroom capacity the District is utilizing by dividing the capacity listed above (Table 1-4) by the District's current enrollment as indicated in the District's October 2015/16 CBEDS enrollment.

Table 1-5
2015/16 Classroom Utilization

Grade Group	Pupil Capacity	2015/16 Enrollment	Percent Utilization
K-5	3,577	3,283	91.8%
6-8	2,244	1,636	72.9%
9-12	1,085	1,806	166.5%
Total	6,906	6,725	97.4%

C. District Facility Requirements

Table 1-6 calculates the District's requirements for school facilities over the next five years by subtracting its current capacity from its projected 2020/21 enrollment.

Table 1-6
District Facility Needs/Unhoused Students

Grade Group	2020/21 Projected Enrollment	District Capacity (Pupils)	Unhoused Students
K-5	3,670	3,577	93
6-8	1,604	2,244	0
9-12	2,146	1,085	1,061
Total	7,420	6,906	1,154

As Table 1-6 shows, in 2020/21, the District will need additional facilities for 93 K-5 students and 1,061 9-12 students.

D. Plan for Fulfilling School Facility Needs

In order to provide facilities for the unhoused students listed in Table 1-6, the District plans to construct new Elementary Middle and High School campuses. In addition, the District may lease additional portable classrooms to use for interim housing while permanent school facilities are being constructed.

Table 1-7
District Facility Plan

Projects	Pupil Capacity	Time Frame
New Elementary School, Phase 1	93*	5 years
New High School, Phase 1	500	5 years
New High School, Phase 2	561*	5 years
Interim Housing	N/A	throughout next 5 years
Total	1,154	N/A

*Total project capacities equal 800 students for New Elementary School, and 900 students for New High, Phase 2.

End of Section

II. FINANCIAL IMPACT ON THE DISTRICT OF FUTURE RESIDENTIAL DEVELOPMENT

This Section quantifies how future residential development financially affects the District.

Future residential development will generate additional students in the District. As shown in the previous section, adequate school facilities do not exist for these students. Future residential development, therefore, financially affects the District by generating a need for additional school facilities that the District must acquire at some cost. This section describes this cost in three ways: (1) dollars per K-12 student generated from future development, (2) dollars per housing unit and (3) dollars per square foot of future development.

In order to calculate the financial effects described above, the Report needs to first calculate the number of students that will live in new housing units in the District and the per-pupil cost of providing school facilities for elementary, middle and high school students.

A. Number of Students per New Housing Unit

This Report calculates the Student Generation Rate (SGR) by comparing (1) the number of students in the District who live in housing units constructed between January 2011 and December 2015, and (2) dividing that number by the total number of housing units constructed over the same time period. This Report uses Placer County Assessor data to derive the housing counts and a District-provided student list to derive the student counts.

Table 1-8 lists the student generation rates for the District.

Table 1-8
Student Generation Rates

Grade Group	Students per Residential Housing Unit
K-5	0.229
6-8	0.098
9-12	0.096
Total	0.423

B. Cost of Providing School Facilities

The per-pupil cost of providing school facilities for unhoused students is outlined in Table 1-9. The cost of the District's housing plan is based on the District's historic and anticipated costs for new elementary, middle and high school projects. The District may experience interim housing costs while permanent facilities are being constructed. Interim housing costs, however, are not quantified in this Report.

Table 1-9
Per-pupil Facility Costs for K-12 Students

Grade Group	Project	Total Facility Cost	Pupil Capacity	Per-Pupil Facility Cost
K-5	New Elementary School	\$30,393,600	800	\$37,992
9-12	New High School	\$82,878,600	1,400	\$59,199
K-12	Interim Housing Costs	N/A	N/A	N/A

C. Cost of Providing School Facilities per New K-12 Student Generated by Future Development

The Report determines the facility cost of a K-12 student generated by future development by calculating a weighted average of the facility costs for elementary, middle and high school students.

The relative size of the three SGRs for residential housing units tells us that 54.1 percent of students from new units will be elementary students, 23.2 percent will be middle school students and 22.7 percent will be high school students. Table 1-10 weights each per-pupil facility cost by the appropriate percentage and provides a weighted average facility cost for K-12 students from future residential development.

Table 1-10
Weighted Average School Facility Cost for a K-12 Student
From Future Residential Development

Grade Group	Cost Per Pupil	Weighting Based on Student Generation Rate	Weighted Cost Per Pupil
K-5	\$37,992	54.1%	\$20,554
6-8	\$0	23.2%	\$0
9-12	\$59,199	22.7%	\$13,438
K-12	N/A	100%	\$33,992

D. Cost of Providing School Facilities per New Residential Housing Unit

Table 1-11 multiplies the total number of students per housing unit by the facility costs of K-12 students to calculate an average \$14,379 facility cost attributable to future residential housing units.

Table 1-11
School Facility Cost per New Housing Unit

Student Generation Rate	K-12 Per-pupil Facility Cost	Cost Per New Housing Unit
0.423	\$33,992	\$14,379

E. Cost of Providing School Facilities per Square Foot of Future Residential Development

This Report calculates the school facility cost per square foot of future development by dividing the cost per housing unit by the average square footage of housing units.

This report estimates that the new housing units in the District are anticipated to have average square footages of 2,297 and 988 for single- and multi-family units, respectively. The weighted average of these estimates is 1,976 square feet based on number of single- and multi-family units projected to be built in the District over the next five years that will be subject to a Level I fee.

Table 1-12 shows the school facility cost per square foot of new residential housing units.

Table 1-12
School Facility Cost Per Square Foot of Residential Development

Facility Cost Per Unit	Average Square Footage	Facility Cost Per Square Foot of Development
\$14,379	1,976	\$7.28

End of Section

III. REVENUE FROM FEES ON RESIDENTIAL DEVELOPMENT VERSUS COSTS OF SCHOOL FACILITIES

This Section compares the projected revenues from fees levied on future residential development to the school facility costs attributable to that development.

State law currently caps Level I Fees at \$3.48 per square foot. As demonstrated in the previous section, each square foot of future residential development will generate a school facility cost of \$7.28. Any given amount of future development will, therefore, generate more school facility costs than Level I Fee revenue (i.e., at \$3.48, every \$1.00 in fee revenue generated by future development will generate \$2.09 in school facility costs).

A. Fee Revenue from Future Residential Development

Based on information provided by the City of Lincoln Planning Department, this Report estimates that 1,325 housing units will be built in the District within the next five years. For *any* given amount of residential development, however, school facility costs will be greater than fee revenue by a ratio of \$2.09 to \$1.00 at \$3.48 per square foot.

As stated in the previous section, the Report estimates that new residential units will average 1,976 square feet over the next five years.

If the District were to collect the maximum allowable Level I fee (\$3.48) on residential development, the District would collect \$9,111,336 in residential developer fees over a five-year projection period.

Table 1-13
Revenue from Residential Developer Fees

New Housing Units	Average Square Footage	Fee Amount	Revenues From Fees on New Housing Units
1,325	1,976	\$3.48	\$9,111,336

B. Fee Revenue from Additions to Existing Residences

Revenue will be collected from fees assessed on additions to existing residences, to the extent that these additions exceed the exclusionary threshold outlined in the Education Code. Pursuant to Education Code Section 17620(a)(1)(C)(i), developer fees may be charged on residential additions "only if the resulting increase in assessable space exceeds 500 square feet." The fee revenue calculation for additions is the same as for new units. For example, additions totaling 40,000 square feet would generate \$139,200 in fee revenue (40,000 multiplied by \$3.48).

C. Fee Revenue from Reconstruction and Redevelopment

Revenue will be collected from fees assessed on projects that reconstruct or redevelop existing housing, but only to the extent that the square footage of the new construction exceeds the square footage of the reconstructed or redeveloped housing. The fee revenue calculation for reconstruction and/or redevelopment is the same as for new units. For example, reconstruction and/or redevelopment totaling 50,000 square feet would generate \$174,000 in fee revenue (50,000 times \$3.48).

D. School Facility Costs Generated by Residential Development Over the Next Five Years

The total school facility cost attributable to future residential development over the next five years is calculated by multiplying the following two factors: (1) the number of new housing units and (2) the facility cost per new housing unit. Table 1-14 shows that the total school facility cost attributable to future development is \$19,052,175.

Table 1-14
School Facility Cost Generated by Students from Future Development

New Units	Cost Per New Housing Unit	Total Cost
1,325	\$14,379	\$19,052,175

E. School Facility Costs Generated by Additions to Existing Residences

Additions to existing residences will have the same financial effect on the District as new residential units. For example, residential additions of 40,000 square feet will generate an additional nine students, when applying the student generation rate calculated in this Report, and a school facilities cost to the District of \$305,928 (nine students times a per-pupil facilities cost of \$33,992).

F. School Facility Costs Generated by Reconstruction and Redevelopment

Reconstruction and redevelopment of existing homes will have the same financial effect on the District as new residential development. For example, reconstruction and/or redevelopment of 50,000 square feet will generate an additional eleven students when applying the student generation rate calculated in this Report and a school facilities cost to the District of \$373,912 (eleven students times a per-pupil facilities cost of \$33,992).

G. Extent of Mitigation of School Facility Costs Provided by Level I Residential Fees

Table 1-15 shows that \$9,111,336 in total residential Level I fee revenue will cover only 47.8 percent of the \$19,052,175 in total school facility costs attributable to residential development over the next five years. Some of this shortfall may be recovered from fees on commercial development.

Table 1-15
Facility Cost of Residential Development Versus Fee Revenue

Total School Facility Costs	Total Revenues From Fees	Net Facility Cost to the District
\$19,052,175	\$9,111,336	\$9,940,839

H. Senior Citizen Restricted Housing

As required by law, a lower fee, currently the commercial/industrial maximum of \$0.56 per square foot, is established for certain types of residences that are restricted in occupancy to senior citizens. Housing of this type generates employees and has an indirect impact on the school district similar to that from commercial/industrial development projects.

End of Section

IV. FINANCIAL EFFECT ON THE DISTRICT OF NEW COMMERCIAL/INDUSTRIAL DEVELOPMENT

This Section analyzes the costs of providing school facilities for students generated by new commercial/industrial development.

Commercial/industrial development will attract additional workers to the District, and, because some of those workers will have school-age children, will generate additional students in the District. As shown in Section I, adequate school facilities do not exist for these students. New commercial/industrial development, therefore, creates a fiscal impact on the District by generating a need for new school facilities.

The Report multiplies the following five factors together to calculate the school facility cost incurred by the District per square foot of new commercial/industrial development:

- A. Employees per square foot of new commercial/industrial development,
- B. Percent of employees in the District that also live in the District,
- C. Houses per employee,
- D. Students per house, and
- E. School facility cost per student.

The Report calculates each of these factors in the next sections.

A. Employees per Square Foot of Development

As permitted by State law, the Report uses results from a survey published by the San Diego Association of Governments (SanDAG) (see Appendix) to establish the number of employees per square foot of new commercial/industrial development projects.

Table 1-16
Employees Per Square Foot of Commercial/Industrial
Development, by Category

Commercial/Industrial Category	Average Square Foot per Employee	Employees per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	17,096	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	208	0.00480
Large High Rise Com. Office	232	0.00432
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators Report.

B. Percentage of Employees Residing Within the District

U.S. Census data indicates that approximately 22 percent of people working in the District also live in the District.

C. Number of Households per Employee

U.S. Census data indicates that there are approximately 1.18 workers per household. Likewise, this data indicates that there are 0.84 housing units for every one worker. The Report, therefore, assumes that each new resident worker in the District will demand 0.84 housing units.

D. Number of Students per Dwelling Unit

As outlined in Section II.A., the Report assumes that 0.423 K-12 pupils will reside in each housing unit.

E. School Facility Cost per Pupil

As outlined in Section II.C., the Report estimates that the school facility cost per K-12 pupil is \$33,992.

F. School Facility Cost per Square Foot of Commercial/Industrial Development

Table 1-17 calculates the school facility cost generated by a square foot of new commercial/industrial development for each of the categories of commercial/industrial projects listed in Table 1-16.

School facility costs for development projects not included on this list may be estimated by using the closest employee-per-square-foot ratio available for the proposed development or by following the District's administrative procedures for appeals of school facility fee imposition.

**Table 1-17
Facility Cost Per Square Foot of Commercial/Industrial
Development, by Category**

Category	Employees per Square Foot	% Employees Residing in District	Dwelling Units per Employee	K-8 Students per Dwelling Unit	Cost per K-8 Student	Cost per Square Foot
Banks	0.00283	0.22	0.84	0.423	\$33,992	\$7.52
Community Shopping Centers	0.00153	0.22	0.84	0.423	\$33,992	\$4.07
Neighborhood Shopping Centers	0.00271	0.22	0.84	0.423	\$33,992	\$7.20
Industrial/business Parks	0.00352	0.22	0.84	0.423	\$33,992	\$9.35
Industrial Parks	0.00135	0.22	0.84	0.423	\$33,992	\$3.59
Rental Self-Storage	0.00006	0.22	0.84	0.423	\$33,992	\$0.16
Scientific R&D	0.00304	0.22	0.84	0.423	\$33,992	\$8.08
Lodging	0.00113	0.22	0.84	0.423	\$33,992	\$3.00
Standard Commercial Offices	0.00480	0.22	0.84	0.423	\$33,992	\$12.75
Large High Rise Com. Offices	0.00432	0.22	0.84	0.423	\$33,992	\$11.48
Corporate Offices	0.00269	0.22	0.84	0.423	\$33,992	\$7.15
Medical Offices	0.00427	0.22	0.84	0.423	\$33,992	\$11.35

The District generates a school facility cost greater than the Government Code maximum of \$0.56 per square foot for all categories of commercial/industrial development (except rental self-storage).

G. Calculating School Facility Cost of Commercial/Industrial Development with Residential Fee Offset

A “residential fee offset” is calculated by (1) determining the number of homes that are associated with the employees generated by new commercial/industrial development and (2) calculating the residential fee revenues the District will collect from those homes (*note: the residential fee offset calculation assumes that all the homes associated with new employees are new homes; in reality, some new employees will live in existing homes*).

For purposes of calculating the residential fee offset, this Report estimates that the District will collect \$3.48 per square foot of future residential development.

Subtracting the residential fee offset from the total school facility cost generated by commercial/industrial development produces a discounted school facility cost that takes into account revenues from “linked” residential units.

Table 1-18 calculates the facility cost of new commercial/industrial development while taking into account the revenues from linked residential units.

Table 1-18
School Facility Cost of New Commercial/Industrial Development
Discounted By Residential Fee Offset

Category	Dwelling Unit per Square Foot Com/Ind	Average Square Foot per Unit	District's Revenue per Square Foot Res. Dev.	Residential Offset per Com/Ind Square Foot	School Facility Cost per Square Foot Com/Ind Development	Cost per Square Foot Less Offset
Banks	0.00052	1,976	\$3.48	\$3.58	\$7.52	\$3.94
Community Shopping Centers	0.00028	1,976	\$3.48	\$1.93	\$4.07	\$2.14
Neighborhood Shopping Centers	0.00050	1,976	\$3.48	\$3.44	\$7.20	\$3.76
Industrial Business Parks	0.00065	1,976	\$3.48	\$4.47	\$9.35	\$4.88
Industrial Parks	0.00025	1,976	\$3.48	\$1.72	\$3.59	\$1.87
Rental Self-storage	0.00001	1,976	\$3.48	\$0.07	\$0.16	\$0.09
Scientific R&D	0.00056	1,976	\$3.48	\$3.85	\$8.08	\$4.23
Lodging	0.00021	1,976	\$3.48	\$1.44	\$3.00	\$1.56
Standard Com. Offices	0.00089	1,976	\$3.48	\$6.12	\$12.75	\$6.63
Large High Rise Com. Offices	0.00080	1,976	\$3.48	\$5.50	\$11.48	\$5.98
Corporate Offices	0.00050	1,976	\$3.48	\$3.44	\$7.15	\$3.71
Medical Offices	0.00079	1,976	\$3.48	\$5.43	\$11.35	\$5.92

As the table shows, the school facility cost of all categories (except rental self-storage) is greater than the Government Code maximum of \$0.56 per-square-foot even when that cost is discounted by revenues from linked residential units. Therefore, the District is justified in collection the Government Code maximum of \$0.56 per square foot for all categories of commercial/industrial

development (except rental self-storage). Fee amounts for self-storage and other low-employee-generating businesses should be examined on a case-by-case basis.

For illustrative purposes, the Report will compare the school facility cost generated by 140,000 square feet of new community shopping center development to the fee revenue it will provide to the District. This analysis is valid, however, for all types of commercial/industrial development except rental self-storage.

If the District charges \$0.56 per square foot of commercial/industrial development, it will collect \$78,400 from the 140,000 square feet of community shopping center development. Assuming that all of the employees of the community shopping center development live in new homes, the District will also collect \$272,200 in revenue from residential developer fees (140,000 square feet x .00153 employees per square foot x 22% employees that live in District x 0.84 housing units per employee x 1,976 square feet per housing unit x \$3.48 revenue from developer fees). The 140,000 square feet of community shopping center development will create a school facilities cost of \$569,800 (140,000 square feet x \$4.07 school facility cost per square foot of community shopping center).

Table 1-19 compares the school facility costs generated by 140,000 square feet of community shopping center development to the fee revenues it provides to the District.

Table 1-19
Comparison of Facility Cost and Fee Revenue Generated by
New Community Shopping Center Development

	Fee Revenues	Facility Costs	Total Revenues (Costs)
140,000 square feet of community shopping center development	\$78,400	\$569,800	(\$491,400)
New housing units associated with the development	\$272,200	N/A	\$272,200
Total	\$350,600	\$569,800	(\$219,200)

As the table shows, fee revenue from community shopping center development will cover only 61.5 percent of the school facility cost it generates, even when that cost is discounted by the revenues from linked new housing units.

All categories of commercial/industrial development (except self-storage) will generate more facility cost than fee revenue, because they all generate a facility cost greater than \$0.56 per square foot even when fees from linked residential units are considered. Fee amounts for self-storage and other low-employee-generating businesses should be examined on a case-by-case basis.

End of Section

V. FINDINGS

This Section shows that the District meets the requirements of Government Code Section 66001 regarding the collection of developer fees and summarizes other potential funding sources for the District's capital projects.

A. Government Code Section 66001(a)(1)—Purpose of the Fee

The purpose of collecting fees on residential and commercial/industrial development is to acquire funds to construct or reconstruct school facilities for the students generated by new residential and commercial/industrial developments.

B. Government Code Section 66001(a)(2)—Use of the Fee

The District's use of the fee will involve constructing new school facilities. In addition, the fee may be used to construct additional permanent facilities on existing school campuses, and/or constructing and/or reconstructing school campuses. The District will also need to purchase or lease portable classrooms to use for interim housing while permanent facilities are being constructed.

Revenue from fees collected on residential and commercial/industrial development may be used to pay for any of the following:

- (1) Land (purchased or leased) for school facilities,
- (2) Design of school facilities,
- (3) Permit and plan checking fees,
- (4) Construction or reconstruction of school facilities,
- (5) Testing and inspection of school sites and school buildings,
- (6) Furniture for use in new school facilities,
- (7) Interim school facilities (purchased or leased) to house students generated by new development while permanent facilities are being constructed,
- (8) Legal and administrative costs associated with providing facilities to students generated by new development,
- (9) Administration of the collection of developer fees (including the costs of justifying the fees), and
- (10) Miscellaneous purposes resulting from student enrollment growth caused by new residential development.

C. Government Code Section 66001(a)(3)—Relationship Between Fee's Use and the Type of Project Upon Which the Fee is Imposed

Future residential development will cause new families to move into the District and, consequently, will generate additional students in the District. As shown in Section I.B. of this Report, adequate school facilities do not exist for these students. Future residential development, therefore, creates a need for additional school facilities. The fee's use (acquiring

school facilities) is, therefore, reasonably related to the type of project (future residential development) upon which it is imposed.

New commercial/industrial development will cause new workers to move into the District. Because some of these workers will have school-age children, commercial/industrial development will also generate new students in the District. As shown in Section I.B. of this Report, adequate school facilities do not exist for these students. New commercial/industrial development, therefore, creates a need for additional school facilities. The fee's use (acquiring school facilities) is, therefore, reasonably related to the type of project (new commercial /industrial development) upon which it is imposed.

D. Government Code Section 66001(a)(4)—Relationship Between the Need for the Public Facility and the Type of Project Upon Which the Fee is Imposed

The District's projected enrollment for grades K-5 and 9-12 is larger than its pupil capacity. The District, therefore, does not have sufficient existing capacity in grades K-5 and 9-12 to house students generated by future development. Future residential and commercial/industrial development in the District will generate additional students and, consequently, a need for additional school facilities. A relationship exists, therefore, between the District's need to build additional school facilities and the construction of new residential and commercial/industrial development projects.

E. Government Code Section 66001(b)—Relationship Between the Fee and the Cost of the Public Facility Attributable to the Development on Which the Fee is Imposed

This Report demonstrates that the school facility cost attributable to future residential development is \$7.28 per square foot. Level I fees of \$3.48 per square foot on residential development are, therefore, fully justified.

This Report also demonstrates that the school facility costs attributable to all categories of commercial/industrial development except rental self-storage range from \$1.56 per square foot to \$6.63 per square foot, even when fees from linked residential units are accounted for. Level I fees of \$0.56 on these types of development are, therefore, fully justified. The school facility cost attributable to rental self-storage units is \$0.09 per square foot when fees from linked residential units are accounted for. Fees for this type and other low-employee-generating types of development should be examined on a case-by-case basis.

All school facility costs and fees in this Report are calculated on a per-student basis to ensure that future developments only pay for impacts they cause.

The total cost of providing school facilities for all unhoused students, as documented in Table 1-6 and Table 1-9 is \$66,343,395. According to District administrators, the amount of funds currently available in the District's capital facility accounts totals \$23.4 million. Portions of these amounts are reserved for debt service related to the construction of school projects included in the capacity figures outlined in Table 1-5 and other amounts are set aside for modernization projects. Comparing all of the funds in the District's capital facility accounts (\$23.4 million) to the cost of providing school facilities for unhoused students (\$66,343,395)

indicates that the District's total new construction facility costs exceed the current funds available for acquiring new school facilities.

F. Other Funding Sources

The following is a review of other potential funding sources for constructing school facilities.

1) General Fund

The District's General Fund budget is typically committed to instructional and day-to-day operating expenses and not used for capital outlay uses, as funds are needed solely to meet the District's non-facility needs.

2) State Programs

The District has been approved for eligibility and has received State funding for the design of new school facilities under the 1998 Leroy F. Greene School Facility Program. Even projects funded at 100 percent of the State allowance, however, experience a shortfall between State funding and the District's actual facility needs. State funds for deferred maintenance may not be used to pay for new facilities. State law prohibits use of lottery funds for facilities.

3) General Obligation Bonds

School districts can, with the approval of two-thirds or 55 percent of its voters, issue general obligation bonds that are paid for out of property taxes.

4) Parcel Taxes

Approval by two-thirds of the voters is required to impose taxes that are not based on the assessed value of individual parcels. While these taxes have been occasionally used in school districts, the revenues are typically minor and are used to supplement operating budgets.

5) Mello-Roos Community Facilities Districts

This alternative uses a tax on property owners within a defined area to pay long-term bonds issued for specific public improvements. Mello-Roos taxes require approval from two-thirds of the voters (or land owners if fewer than 12) in an election.

6) Surplus Property

The District does not own any surplus property that could be used to finance additional school facilities.

End of Section

VI. RECOMMENDATIONS

As described in Section II.E, the District's cost per square foot of residential development is \$7.28. Therefore, this Report recommends that the District levy a fee, as authorized by Government Code Section 65995, not to exceed \$7.28 per square foot of residential development.

As described in Section IV.G, the District's cost per square foot of commercial/industrial development ranges from \$1.56 to \$6.63 (except for rental self-storage). The Report also recommends that the District levy the maximum fee as authorized by Government Code Section 65995, currently \$0.56 per square foot on all categories of commercial/industrial development except rental self-storage. Developer fees for rental self-storage and other types of low-employee-generating developments should be examined on a case-by-case basis.

These recommendations are based on the findings that residential and commercial/industrial development (except for rental self-storage) creates a school facility cost for the District that is larger than the revenue generated by charging these fees.

End of Report

Appendix

Employee Statistics From the San Diego Association Of Governments By Various Categories of Commercial/Industrial Development (from Traffic Generators Report January 1990)

Appendix

Employee Statistics From the San Diego Association of Governments by Various Categories of Commercial/Industrial Development (from Traffic Generators Report January 1990)

	Employees	Total Sq. ft	Sq Ft / Employee	Employee Per Sq. ft
Banks				
Calif. First	57	13,400		
Southwest	11	3,128		
Mitsubishi	14	6,032		
Security Pacific	22	14,250		
Total	104	36,810		
Average	26	9,203	354	0.00283
Community Shopping Centers				
Rancho Bernardo Towne Center	273	139,545		
Plaza De Las Cuatro Banderas	227	186,222		
Rancho San Diego Village	N/A	N/A		
Total	500	325,767		
Average	250	162,884		
Neighborhood Shopping Centers				
Town and Country	217	70,390		
Tierrasanta II	87	49,080		
Palm Plaza	143	47,850		
Westwood Center	173	61,285		
Total	620	228,605		
Average	155	57,151	369	0.00271
Industrial Business Parks				
Convoy Ct / St. Parks	955	224,363		
Sorrento Valley Blvd. / Ct. Complexes	2,220	610,994		
Ronson Court	848	206,688		
Pioneer Industrial Project	N/A	N/A		
Sorrento Valley	N/A	N/A		
Torrey Business & Research	739	243,829		
Ridgehaven Court	823	213,449		
Ponderosa Avenue Industrial	245	158,983		
Total	5,830	1,658,306		
Average	972	276,384	284	0.00352

	Employees	Total Sq. ft	Sq Ft / Employee	Employee Per Sq. ft
Industrial Parks				
Sorrento West	725	614,922	742	0.00135
Roselle Street	761	500,346		
Stromesa Street	200	136,124		
Total	1,686	1,251,392		
Average	562	417,131		
Rental Self-Storage				
Poway Storage	2	32,000	17,096	0.00006
Lively Center	2	20,000		
Brandon Street Mini-Storage	2	31,348		
Melrose Mini-Storage	2	28,280		
Lock-It Lockers Storage	3	59,325		
Total	11	170,953		
Average	2	34,191		
Scientific Research and Development				
Johnson & Johnson Biotechnology Center	39	22,031	329	0.00304
IVAC Corporation	1,300	315,906		
TRW/LSI Products	350	145,192		
Nissan Design International	26	40,184		
Salk Institute	500	318,473		
S-Cubed Corporation	160	56,866		
Torrey Pines Science Park	2,333	649,614		
Total	4,708	1,548,266		
Average	673	221,181		
Lodging				
San Diego Hilton	139	223,689	882	0.00113
Hyatt Islandia	320	250,000		
La Jolla Village Inn	180	129,300		
Hanalei Hotel	310	267,000		
Vagabond Inn	12	22,548		
Fabulous Inn & E-Z8 Motel	92	92,731		
Vacation Village	234	151,134		
Total	1,287	1,136,402		
Average	184	162,343		

	Employees	Total Sq. ft	Sq Ft / Employee	Employee Per Sq. ft
Standard Commercial Office				
Industrial Indemnity Bldg.	170	34,300	208	0.00480
Beta Bldg.	110	29,400		
Park Camino Bldg.	299	55,500		
2181 E.C.R. Bldg.	47	10,000		
Camino Real Financial Center	23	6,300		
Total	649	135,500		
Average	130	27,100		
Large High Rise Com. Office				
Mission Valley Financial Center (Security Pacific)	900	185,600	232	0.00432
Lion Plaza Building	462	109,900		
Crossroads Limited Building (Crocker and Xerox)	512	138,900		
Total	1,874	434,400		
Average	625	144,800		
Corporate Offices				
Equitable Life	200	53,900	372	0.00269
Bank of America Processing Center	300	110,000		
Home Federal Processing Center	1,150	450,000		
Trade Services Publications	270	82,000		
IRT Corporation	210	89,500		
Earl Walls & Assoc.	43	15,000		
Four Winds International Headquarters	220	90,914		
Total	2,393	891,314		
Average	342	127,331		
Medical Offices				
Chula Vista Doctors' Park	108	24,000	234	0.00427
Parkway Medical Group	65	17,620		
Campus Medical-Dental Center	115	25,900		
Total	288	67,520		
Average	96	22,507		

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.

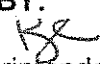
SUBJECT:

Public Hearing on Plan for use of
Educator Effectiveness Funds

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Kerry Callahan 
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Educator Effectiveness Funds

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

As a condition of receiving Educator Effectiveness 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 Educator Effectiveness 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.

Educator Effectiveness funds may be used to support the professional development of certificated teachers, administrators, and paraprofessional educators. Funds can be expended for any of the following purposes:

1. Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.
2. Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.
3. Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.08, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.

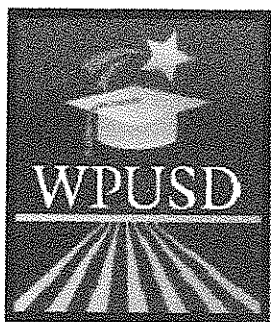
WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

4. To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

Western Placer received \$484,658 in Educator Effectiveness Funds. The proposed use of these funds will be presented during the public hearing and opportunity for public comment will be provided.

RECOMMENDATION:

Administration recommends the Board hold a public hearing regarding the proposed use of Educator Effectiveness Funds.



**WESTERN PLACER
UNIFIED SCHOOL DISTRICT**

NOTICE OF PUBLIC HEARING

Educator Effectiveness Funds

**District Office, 3rd Floor Conference Room
600 Sixth Street, Lincoln CA**

**June 30, 2016
7:00 P.M.**

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to explain 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 hearing will also solicit recommendations and comments from the public regarding the planned use of 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.



WESTERN PLACER
UNIFIED SCHOOL DISTRICT

**Plan for Use of Educator Effectiveness Funds
July 1, 2015 through June 30, 2018**

In accordance with California State Department of Education regulations, Educator Effectiveness funds may be used to support the professional development of certificated teachers, administrators, and paraprofessional educators. Funds can be expended for any of the following purposes:

1. Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.
2. Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.
3. Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.08, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.
4. To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

Western Placer received \$484,658 in Educator Effectiveness Funds and is committed to utilizing these funds in accordance with the aforementioned purposes to further support employees in successfully carrying out the actions outlined in the Local Control Accountability Plan. Below is the plan for use of Educator Effectiveness Funds.

Action	Description	Participants	Timeline	Expenditure(s)	Total Cost
New Teacher Induction Program	New teachers will be provided support in clearing their credential through the PCOE New Teacher Induction Program.	New teachers needing to clear their credential(s)	2015-2016, 2016-2017, & 2017-2018 School Years	PCOE costs for new teachers to complete Induction Program	\$160,000
Administrator Induction & Mentoring	Administrators needing to clear their credential will be provided support in doing so through the PCOE Tier II Administrative Credentialing Program. Additionally, newer administrators may receive coaching support through the PCOE Administrative Mentoring Program.	Administrators needing to clear their credential	2015-2016 & 2016-2017 School Years	PCOE costs for administrators to complete Tier II Credentialing Program; PCOE costs for admin mentors	\$22,000

Professional Learning Communities	Administrators and teacher leaders will be provided training and coaching in professional learning communities to ensure a focus on all students' learning and success.	Administrators and teacher leaders	May 2016 – June 2017	Contract and/or registration costs (including travel if applicable) for training and coaching; Training materials & supplies; Sub and extra duty pay	\$150,658
Co-Teaching	Administrators, teachers, paraprofessionals, and other support staff will receive co-teaching training and coaching to ensure students with special needs have access and support in the mainstream core academic program.	Administrators, teachers, paraprofessionals, and other support staff	April 2016 – June 2017	Contract and/or registration costs (including travel if applicable) for training and coaching; Training materials & supplies; Sub and extra duty pay	\$30,000
Standards-Based Lesson Development and Effective First Instruction	Administrators, teachers, and support staff will receive training and coaching on standards-based lesson development and effective first instruction relevant to their respective roles.	Administrators and teachers	October 2015 – June 2018	Contract and/or registration costs (including travel if applicable) for training and coaching; Training materials & supplies; Sub and extra duty pay	\$50,000
Guided Language Acquisition Design	Administrators and teachers will receive Guided Language Acquisition Design (GLAD) training and coaching to support achievement of English Learners.	Administrators and teachers	September 2016 – June 2018	Contract and/or registration costs (including travel if applicable) for training and coaching; Training materials & supplies; Sub and extra duty pay	\$50,000
Youth Development	Administrators, teachers, paraprofessionals, and other support staff will be provided youth development training and coaching to ensure effective implementation of the supports and opportunities that youth need to achieve academically.	Administrators, teachers, paraprofessionals, and other support staff	November 2016 – August 2017	Contract and/or registration costs (including travel if applicable) for training and coaching; Training materials & supplies; Sub and extra duty pay	\$22,000

TOTAL = \$484,658

INFORMATION

DISCUSSION

ACTION

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
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:

Adoption of Resolution No. 15/16.27 to Levy
Increased School Facility Fees and the 2016
School Facility Fee Justification Report

AGENDA ITEM AREA:

Action

REQUESTED BY:

Michael Adell 
Director of Facilities

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Developer Fees

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The Western Placer Unified School District is authorized to collect developer fees (referred to as Level I fees) as established by the State Allocation Board to assist in financing school facilities to serve students generated from new residential and commercial/industrial development. In order to qualify to collect Level I fees, the District must bi-annually complete a School Facility Fee Justification Report (Report) and have it adopted by the Board of Trustees.

The attached report shows the District is justified to collect Level I Fees at a rate of \$3.48 per square foot for residential and \$.056 per square foot for commercial/industrial development.

Per California Government Code 66016-66018, prior to adoption of the report, the Board of Trustees must hold a public hearing. Following the preceding public hearing, the Board of Trustees can adopt a resolution to accept the School Facility Fee Justification Report and to increase the Level I fees.

RECOMMENDATION:

Staff recommends the Board of Trustees adopt Resolution No. 15/16.27 to levy increased school facility fees and the 2016 School Facility Justification Report.

RESOLUTION NO. 15/16.27

A RESOLUTION OF THE GOVERNING BOARD OF THE
WESTERN PLACER UNIFIED SCHOOL DISTRICT
INCREASING SCHOOL FACILITY FEES

WHEREAS, under the provisions of Education Code Section 17620 and Government Code Section 65995, a school district's governing board may establish fees to offset the cost of school facilities made necessary by new construction following the making of certain findings by such governing board;

WHEREAS, the Governing Board ("Board") of the Western Placer Unified School District (the "District") by way of prior resolutions has heretofore established school facility fees under the provisions of Education Code Section 17620 (formerly Government Code Section 53080) and Government Code Section 65995;

WHEREAS, the District has undertaken the completion of a developer fee analysis; and

WHEREAS, pursuant to Education Code Section 17620, the purpose of this Resolution is to approve an adjustment in such fees consistent with the adjustment authorized by the State Allocation Board based upon the statewide cost index for Class B construction and consistent with the District's needs in this area.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of the Western Placer Unified School District as follows:

Section 1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled June 30, 2016 meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 66018, and a notice, including a statement that the data required by Government Code Section 66016 was available, was mailed at least 14 days prior to the meeting to any interested party who had filed a written request with the District for mailed notice of the meeting on new or increased fees or service charges within the period specified by law. Additionally, at least 10 days prior to the meeting, the District made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service, including general fund revenues. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the Justification Report for School Facility Fees on Residential, Commercial and Industrial Development Projects, Western Placer Unified School District, June, 2016 (the "Study") along with other materials which formed the basis for the action taken pursuant to this Resolution.

Section 2. Findings. The Board has reviewed the Study as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof,

and the available sources of revenue including the increase in fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, the Board hereby approves and adopts the Study and makes the following findings:

- (a) Enrollment at the various District schools is presently at or approaching capacity;
- (b) Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in habitable areas, or new commercial or industrial construction will increase the need for school facilities;
- (c) Without the addition of new school facilities, further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;
- (d) Residential development and commercial or industrial development is projected within the District's boundaries and the enrollment produced thereby will exceed the capacity of the schools of the District. Projected development within the District, without additional school facilities, will result in conditions of overcrowding which will impair the normal functioning of the District's educational programs;
- (e) The fees proposed in the Study and the fees adjusted pursuant to this Resolution are for the purpose of providing adequate school facilities to maintain the quality of education offered by the District;
- (f) The fees proposed in the Study and adjusted pursuant to this Resolution will be used for the construction and reconstruction of school facilities as identified in the Study;
- (g) The uses of the fees proposed in the Study and adjusted pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;
- (h) The fees proposed in the Study and adjusted pursuant to this Resolution bear a reasonable relationship to the need for school facilities created by the types of development projects on which the fees are imposed;
- (i) The fees proposed in the Study and adjusted pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction or reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues.
- (j) The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for school facilities and are reasonably related and limited to the need for schools caused by the development.

(k) The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a construction schedule and/or to reimburse the District for expenditures previously made.

Section 3. Fees. Based upon the foregoing findings, the Board hereby increases the previously levied fees to the amount consistent with the District's Study and not more than the maximum amounts established by the State Allocation Board as of the date of this Resolution. Specifically, the District hereby establishes a maximum fee per square foot of development as follows:

(a) \$3.48 per square foot of residential development.

(b) \$0.56 per square foot of commercial/industrial development.

Section 4. Fee Adjustments and Limitations. The fees adjusted herewith shall be subject to the following:

(a) The amount of the District's fees shall be reviewed once every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.

(b) The fees adjusted pursuant to this Resolution do not apply during the term of any contract entered into between a subdivider or builder and the District, or any applicable city or county on or before January 1, 1987, that requires the payment of a fee, charge or dedication for the construction of school facilities as a condition to the approval of residential development.

(c) To the extent that the District is collecting fees pursuant to Chapter 407, statutes of 1998, (Government Code Sections 65995.5 or 65995.7) commonly known as SB 50, the District's portion of the fee adopted hereunder would not apply to any new residential construction.

Section 5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code §§53311, et seq.) and such other funding mechanisms as are authorized by Government Code Section 65996. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.

Section 6. Implementation. For residential, commercial or industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

Section 7. California Environmental Quality Act. The Board hereby finds that the increase in fees provided by this Resolution is to obtain funds for capital projects necessary to maintain service within the District and that therefore this action is statutorily exempt from the provisions of the California Environmental Quality Act (CEQA).

Section 8. Commencement Date. The fee adjustment called for herein shall become effective 60 days after adoption date of this Resolution.

Section 9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution to the planning commissions and board of supervisors of Placer County and to the planning commission and city council of the City of Lincoln and to file a Notice of Exemption from the CEQA with the Placer County Clerk.

Section 10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Western Placer Unified School District this 30th day of June, 2016, by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

President, Governing Board
Western Placer Unified School

District

ATTEST:

Secretary, Governing Board
Western Placer Unified School District

**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:

Annual Report of the Measure "A" Citizens'
Bond Oversight Committee

AGENDA ITEM AREA:

Information

REQUESTED BY:

Mike Adell 
Director of Facilities

ENCLOSURES:

No

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Measure A Funds

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

On March 17, 2015, the Board approved Resolution 14/15.21 pursuant to the requirements of Education Code Section 15278, et seq., appointing members to the Measure "A" Citizens' Oversight Committee ("Committee") to inform the public concerning the expenditures of the bond revenues as an accountability measure for the voters and taxpayers of the District.

The Committee has conducted meetings over the past year to review expenditure reports to ensure the bond proceeds have been expended only for the purposes set forth in the ballot measure and not for unauthorized expenditures, including teacher or administrator salaries or other operating expenses. One responsibility of the Committee is to present to the Board an annual written report which contains 1.) A statement whether the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution, and 2) A summary of the Committee's proceedings and activities for the preceding year.

The President of the Committee will be presenting the annual report to the Board.

RECOMMENDATION:

Staff recommends that the Board of Trustees receive the Annual Report of the Measure "A" Citizens Bond Oversight Committee.

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.

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

SUBJECT:
2016-2019 LCAP

AGENDA ITEM AREA:
Action

REQUESTED BY:
Kerry Callahan *KC*
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Service

FINANCIAL INPUT/SOURCE:
2016-2019 LCFF

MEETING DATE:
June 30, 2016

ROLL CALL REQUIRED:
No

BACKGROUND:

The District has prepared the 2016-2019 Local Control Accountability Plan (LCAP), including the annual update, for board review and adoption. Adoption of the LCAP (including the annual update) shall be at the same meeting but prior to the adoption of the annual budget. (EC 42127 and 52062). The adopted budget should include expenditures necessary to implement the LCAP during the subsequent fiscal year.

Not later than five days after adoption of the LCAP, the governing board of a school district shall file it with the county superintendent of schools.

The Board held a public hearing on June 7, 2016 for the 2016-2019 LCAP. One comment from an employee of WPUSD was received. The Board will now consider the proposed 2016-2019 LCAP for adoption.

RECOMMENDATION:

Administration recommends the Board adopt the 2016-2019 LCAP as presented.

Introduction:

LEA: Western Placer Unified School District Contact (Name, Title, Email, Phone Number): Scott Leaman, Superintendent, sleaman@wpusd.k12.ca.us, 916-645-6350 LCAP Year: 2016-2019

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(a). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 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, and 47606.5, 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?

Involvement Process	Impact on LCAP
<p>LCAP Overview Presentation to Board of Trustees - April 5, 2016</p> <p>Information regarding the process being used by WPUUSD to engage stakeholders and to update and revise the LCAP was shared with the Board. Additionally, information regarding the annual update and resulting proposed goals for 2016-2019 was also shared.</p>	<p>The Board gave their input on the process being used to engage stakeholders and update the LCAP. In previous meetings the board established board goals that provided parameters for the goals and actions needed in the LCAP.</p>

<p>LCAP Committee Meetings - October 5, 2015; November 11, 2015; January 21, 2016; February 18, 2016; March 3, 2016; March 17, 2016; May 19, 2016</p> <p>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 2016-2019 LCAP goals and actions. The preliminary draft of the 2016-2019 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.</p>	<ol style="list-style-type: none"> 1. The LCAP Committee gave feedback on provided (administrative) reflections regarding the 2015-2016 goals/actions to support the annual update. 2. The LCAP Committee reviewed proposed changes to the 2016-2019 LCAP goals and affirmed such changes. 3. The LCAP Committee provided the desired programs/actions/staffing they would like implemented (or refined/enhanced) to support attainment of the proposed new/revised goals. The programs/actions/staffing they desired are noted below (in no particular order): <ul style="list-style-type: none"> Quality curriculum; professional development; AVID; interventions (before, during and after school); more library time; more expository text materials for libraries; teachers on special assignment to support teaching and learning; more counseling and mental health support; assistant principals; more course options (CTE, AP, etc.); more custodians and grounds workers; technology replacement, enhancement and support; bilingual parent liaisons; summer programs; school resource officer; learning management systems (Schoology for secondary school); and smaller class sizes. <p>All of the aforementioned desires are included in the 2016-2019 LCAP goals and actions in varying capacities. If funding continues to improve and/or our data continues to reflect the need for or success as a result of enhancement of programs/actions/staffing we will work to expand/adjust our funding in accordance.</p>
<p>DELAC & DAC Meetings - October 22, 2015 (DAC/DELAC); November 19, 2015 (DAC/DELAC); February 25, 2016 (DAC/DELAC); April 28, 2016 (DAC/DELAC)</p> <p>DELAC & DAC Committees were 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 Committees, which showed alignment with the input gathered from the group at previous input meetings, and further input was solicited.</p>	<p>The DELAC & DAC Committees provided the desired programs/actions/staffing they would like implemented (or refined/enhanced) to support attainment of the proposed new/revised goals. The programs/actions/staffing they desired are noted below (in no particular order):</p> <p>Targeted tutoring, particularly related to math; bilingual parent liaisons; AVID, including AVID Excel; more fieldtrips; increased ELD support for English learners; more access to academic/career counseling and mental health supports; increased technology use in classrooms; summer programs; enrichment programs; continued maintenance of school grounds/bathrooms; assistant principals at the elementary schools; teacher awareness of bullying</p>

and students struggling; new gym at Glen Edwards Middle School; parent training; improved district/school professionalism and communication; improved culture of inclusion for English Learners and students with disabilities.

With the exception of a new gym for Glen Edwards Middle School, all of the aforementioned desires are reflected in the 2016-2019 goals and actions in varying capacities. If funding continues to improve and/or our data continues to reflect the need for or success as a result of enhancement of programs/actions/staffing we we will work to expand/adjust our funding in accordance.

District C & I Meetings - September 9, 2015; October 14, 2015; November 9, 2015; January 13, 2016; March 9, 2016; May 25, 2016

The school site administration met with district administration during monthly C & I meetings to review data, the 8 state priorities, and the LCAP goals and actions and to provide input for the annual update and resulting revised 2016-2019 LCAP goals and actions. Site administrator input was reflective of input they solicited from staff, students, and parents at their respective school sites.

Site administration played a key role in providing input and data regarding the successes and struggles in the 2015-2016 actions relative to the goals. Their input and data was incorporated into the annual update. Additionally, site administration provided input regarding the 8 state priorities, and the LCAP goals and actions that resulted in revised 2016-2019 LCAP goals and actions. The programs/actions/staffing they desired are noted below (in no particular order):

Bilingual parent liaisons; assistant principals; more counselors to enhance academic, career and social/emotional supports for students; school resource officer; summer programs; more office staff; professional development to further support student achievement and connectedness to school; AVID, including AVID Excel; technology updates and enhancements; co-teaching training for secondary sites; learning management system; interventions; and more support for English Learners.

All of the aforementioned desires are included in the 2016-2019 LCAP goals and actions in varying capacities. If funding continues to improve and/or our data continues to reflect the need for or success as a result of enhancement of programs/actions/staffing we we will work to expand/adjust our funding in accordance.

<p>Stakeholder Survey - April 2016</p> <p>WPUSD contracted with Document Tracking Services (DTS) to create an online stakeholder survey in both English and Spanish. Stakeholders were notified that paper versions of the survey were available in the main offices of all schools. The survey window was open from March 31st through April 22nd. Select members of the LCAP Committee evaluated the results of the stakeholder survey.</p>	<p>We received 162 completed surveys, with approximately 50% of the completed surveys being from parents and 9% being from secondary students. The data confirmed input provided through the aforementioned avenues, which has been reflected in the LCAP. Therefore, the LCAP reflects input received from the surveys.</p>
<p>Public Hearing and LCAP Draft to Board of Trustees - June 7, 2016</p>	
<p>Opportunity for Public Comment - May through June 2016</p>	<p>The LCAP was posted on the main page of the district website with a link to the Superintendent's email.</p>
<p>Final Approval of LCAP - Board of Trustees - June 30, 2016</p>	
<p>Annual Update:</p> <p>LCAP Committee Meetings - November 11, 2015 and January 21, 2016</p>	<p>Annual Update:</p> <p>At the November 11, 2015 and January 21, 2016 LCAP Committee (consisting of representatives from classified and certificated administration and classified and certificated associations) meetings reflections were shared regarding the 2015-2016 actions related to the 2015-2018 LCAP goals. Additionally, the previous year's process and focus for stakeholder input and the development of the LCAP were discussed. It was agreed that the process was effective and needed to be continued and that the focus moving forward in developing the 2016-2019 LCAP needed to remain much the same as it is too early to tell if our actions are yielding student achievement as anticipated. As a result, the goals for the 2016-2019 LCAP are the same and the aligned actions are slightly modified to include changes and additions from input during this year's LCAP process.</p>

<p>DELAC & DAC Meetings - October 22, 2015 (DAC/DELAC); November 19, 2015 (DAC/DELAC); February 25, 2016 (DAC/DELAC); April 28, 2016 (DAC/DELAC)</p>	<p>The DELAC & DAC Committee reviewed the 2016-2019 LCAP and shared their perspective on the gaps in services provided to students under the 2015-2018 LCAP goals and actions. It was agreed that further supports were needed to ensure achievement and connectedness of all students, and further supports were also needed to enhance two-way communication between homes and schools. As a result, the goals for the 2016-2019 LCAP were modified and the aligned actions changed.</p>
<p>District C & I Meeting - November 9, 2016 and January 13, 2016</p>	<p>Site administration provided reflections (with input from teachers and students at their respective sites) regarding the 2015-2016 actions related to the 2015-2018 LCAP goals. Additionally, the previous year's process and focus for input and the development of the LCAP were discussed. It was agreed that the process was effective and needed to be continued and that the focus moving forward in developing the 2016-2019 LCAP needed to also remain much the same as it is still too early to tell if significant adjustments are needed. As a result, the goals for the 2016-2019 LCAP remain the same and the aligned actions slightly modified to include changes and additions from input during this year's LCAP process.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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 defined in 5 CCR 15495(l), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schools/sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schools/sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school/site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schools/sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 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 subgroups 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?

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

Related State and/or Local Priorities:
1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X

GOAL 1:

COE only: 9 _ 10 _

Local : Specify

Identified Need :

In August, we received the first round of Smarter Balanced Assessment Consortium (SBAC) summative data in both English and Math. In English, the percentage of all students who met or exceeded the standards were 49% (3rd), 46% (4th), and 47% (5th). Our secondary schools' percentages were slightly higher: 52% (6th), 56% (7th), 51% (8th) and 53% (11th). Unfortunately, the data that shows our results disaggregated by significant subgroups show a significant achievement gap, particularly with English Learners and students with disabilities. Overall, our math results were lower than our English results; the percentage of students who met or exceeded the standards were 51% (3rd), 40% (4th), 32% (5th), 40% (6th), 45% (7th), 44% (8th), and 27% (11th). Similar to our English results, the data shows our results disaggregated by significant subgroups show a significant achievement gap, particularly with English Learners and students with disabilities. We remain committed to developing structures and practices that will ensure we meet our goal of all students meeting or exceeding grade level standards in core academic areas.

Goal Applies to:

Schools: All
Applicable Pupil Subgroups: All Students and Significant Subgroups

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

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).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 - Core Curriculum & Resources	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Assistant Superintendent of Educational Services Supplemental \$58,587 Director of Educational Services Supplemental \$71,481

(a) English language arts action teams will continue to work with educational services to refine curriculum maps

<p>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.</p>		<p>– Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)</p>
<p>(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.</p>		<p>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</p>
<p>(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.</p>		
<p>(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 and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards.</p>		
<p>(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.</p>		
<p>(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</p>		

specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.			
<p>1.2 - Effective First Instruction</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	ALL	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers Base \$26,567,000</p> <p>Site Administrators Base \$2,374,000</p>
<p>1.3 - Progress Monitoring</p> <p>(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</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Coordinator of Homeless & Foster Youth Services Supplemental \$30,301</p> <p>Administrative Assistant for Homeless & Foster Youth Services Supplemental \$8,299</p> <p>Director of Supplemental Programs & Accountability Supplemental \$75,373</p> <p>Administrative Assistant for Supplemental Programs & Accountability Supplemental \$73,805</p>

standards.			Illuminate Online Assessment & Analytics System Supplemental \$44,970
<p>(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 of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.</p> <p>(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.</p>			
1.4 - Interventions	LEA-wide	<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Designated At-risk</p>	<p>Program Specialists Base \$242,000</p> <p>Intervention Support Staff & Resources Supplemental \$423,122</p> <p>Paraprofessionals Base \$209,000</p> <p>Psychologists Base \$574,000</p> <p>Counselors Base \$305,000</p> <p>Summer Transition Programs Supplemental \$45,000</p> <p>Targeted Tutoring Program Supplemental \$60,000</p>
<p>(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.</p> <p>(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.</p> <p>(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.</p>			

<p>(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.</p> <p>(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.</p> <p>(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.</p>			
<p>1.5 - Professional Development & Collaboration</p> <p>(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.</p> <p>(b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas.</p> <p>(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.</p> <p>(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.</p> <p>(e) Teachers, support staff and administrators will be</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) Supplemental \$231,943</p> <p>Math TOSA Supplemental \$55,073</p> <p>ELA/ELD TOSA Supplemental \$54,559</p> <p>STEM/CTE TOSA Supplemental \$55,000</p> <p>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</p>

<p>provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards.</p> <p>(f) Administration and site leadership teams will be provided training and technical support to support more effective implementation of PLCs throughout the district.</p> <p>(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.</p> <p>(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, and other relevant artifacts.</p> <p>(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.</p>			
<p>1.6 - Direct School Site Allocations</p> <p>(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.</p> <p>(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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p> <p>(Specify)</p>	<p>School Site Allocations (Total Amount to Support All Goals)</p> <p>Supplemental \$163,541</p> <p>School Site Allocations (Total Amount to Support All Goals)</p> <p>Base \$400,974</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:			
<ol style="list-style-type: none"> 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). 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 - Core Curriculum & Resources	LEA-wide	<p>X All</p> <p>OR:</p> <ul style="list-style-type: none"> - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify) 	<p>Assistant Superintendent of Educational Services Supplemental \$58,587</p> <p>Director of Educational Services Supplemental \$71,481</p> <p>Administrative Assistant for Educational Services Supplemental \$28,342</p> <p>Instructional Materials - IMF Base \$300,000</p> <p>Instructional Materials - Teacher Lottery Allocation Lottery \$166,925</p> <p>Instructional Materials - Restricted Lottery Lottery \$266,019</p>
<p>(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.</p> <p>(b) Math action teams will continue work with educational services to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated II) 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.</p> <p>(c) Science action teams will continue work with educational services 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</p>			

<p>purchase instructional materials/resources needed to ensure students meet or exceed grade level standards.</p> <p>(d) Social Science action teams will continue work with educational services to refine 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 continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards.</p> <p>(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.</p> <p>(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.</p>			
<p>1.2 - Effective First Instruction</p> <p>(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.</p>	ALL	<p>X All</p> <p>OR:</p> <ul style="list-style-type: none"> - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify) 	<p>Teachers Base \$26,567,000</p> <p>Site Administrators Base \$2,374,000</p>

<p>(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.</p> <p>(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.</p>			
<p>1.3 - Progress Monitoring</p> <p>(a) Core area action teams will continue work with educational services to 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.</p> <p>(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 of this work will be documented through PLC agendas and minutes, illuminate, and other relevant artifacts.</p> <p>(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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Coordinator of Homeless & Foster Youth Services Supplemental \$30,301</p> <p>Administrative Assistant for Homeless & Foster Youth Services Supplemental \$8,299</p> <p>Director of Supplemental Programs & Accountability Supplemental \$75,373</p> <p>Administrative Assistant for Supplemental Programs & Accountability Supplemental \$73,805</p> <p>Illuminate Online Assessment & Analytics System Supplemental \$40,470</p>
1.4 - Interventions	LEA-wide	All	Program Specialists Base \$242,000

<p>(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.</p>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Designated At-risk</p>	<p>Intervention Support Staff & Resources Supplemental \$423,122</p> <p>Paraprofessionals Base \$209,000</p> <p>Psychologists Base \$574,000</p> <p>Counselors Base \$305,000</p> <p>Summer Transition Programs Supplemental \$45,000</p> <p>Targeted Tutoring Program Supplemental \$60,000</p> <p>Summer Bridge Programs Supplemental \$75,000</p>
<p>(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.</p>			
<p>(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.</p>			
<p>(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.</p>			
<p>(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.</p>			
<p>(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.</p>			
<p>(g) Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning for</p>			

<p>students needing additional time to meet learning targets. Unduplicated students will be the target population for these programs.</p>			
<p>1.5 - Professional Development & Collaboration</p> <p>(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.</p> <p>(b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas.</p> <p>(c) General education and special education teachers at the secondary levels will receive ongoing support in co-teaching to support their transition to a more inclusive learning for special education students.</p> <p>(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.</p> <p>(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.</p> <p>(f) Administration and site leadership teams will be provided ongoing support to ensure effective implementation of PLCs throughout the district.</p> <p>(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.</p> <p>(g) Teachers, supported by administrators and educational services, will participate in weekly,</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) Supplemental \$449,064</p> <p>Math TOSA Supplemental \$55,073</p> <p>EL/ELD TOSA Supplemental \$54,559</p> <p>STEM/CTE TOSA Supplemental \$82,500</p> <p>New Teacher Induction Program Educator Effectiveness Fund (EEF) \$80,000</p>

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, 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.			
1.6 - Direct School Site Allocations	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	School Site Allocations (Total Amount to Support All Goals) Supplemental \$163,541 School Site Allocations (Total Amount to Support All Goals) Base \$400,974
(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.			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes: <ol style="list-style-type: none"> 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). 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 - Core Curriculum & Resources	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Assistant Superintendent of Educational Services Supplemental \$58,587 Director of Educational Services Supplemental \$71,481
(a) English language arts action teams will continue to			

<p>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.</p>		<p>English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> <p>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</p>
<p>(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.</p>		
<p>(c) Science action teams will continue work with educational services 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.</p>		
<p>(d) Social Science action teams will continue work with educational services to refine 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 continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards.</p>		
<p>(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.</p>		
<p>(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</p>		

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.			
<p>1.2 - Effective First Instruction</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	ALL	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>– Low Income pupils</p> <p>– English Learners</p> <p>– Foster Youth</p> <p>– Redesignated fluent English proficient</p> <p>– Other Subgroups: (Specify)</p>	<p>Teachers Base \$26,567,000</p> <p>Site Administrators Base \$2,374,000</p>
<p>1.3 - Progress Monitoring</p> <p>(a) Core area action teams will continue work with educational services to 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</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>– Low Income pupils</p> <p>– English Learners</p> <p>– Foster Youth</p> <p>– Redesignated fluent English proficient</p>	<p>Coordinator of Homeless & Foster Youth Services Supplemental \$30,301</p> <p>Administrative Assistant for Homeless & Foster Youth Services Supplemental \$8,299</p> <p>Director of Supplemental Programs & Accountability Supplemental \$75,373</p>

<p>achievement toward meeting or exceeding grade level standards.</p> <p>(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 of this work will be documented through PLC agendas and minutes, illuminate, and other relevant artifacts.</p> <p>(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.</p>		<p>Other Subgroups: (Specify)</p>	<p>Administrative Assistant for Supplemental Programs & Accountability Supplemental \$73,805</p> <p>Illuminate Online Assessment & Analytics System Supplemental \$40,470</p>
<p>1.4 - Interventions</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	<p>LEA-wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Designated At-risk</u></p>	<p>Program Specialists Base \$242,000</p> <p>Intervention Support Staff & Resources Supplemental \$423,122</p> <p>Paraprofessionals Base \$209,000</p> <p>Psychologists Base \$574,000</p> <p>Counselors Base \$305,000</p> <p>Summer Transition Programs Supplemental \$45,000</p> <p>Targeted Tutoring Program Supplemental \$60,000</p> <p>Summer Bridge Programs Supplemental \$75,000</p>

<p>(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.</p>			
<p>(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.</p> <p>(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.</p> <p>(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.</p>			
<p>1.5 - Professional Development & Collaboration</p> <p>(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.</p> <p>(b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas.</p> <p>(c) General education and special education teachers at the secondary levels will be providing ongoing co-teaching support to ensure special education students' success in a more inclusive learning environment.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) Supplemental \$469,161</p> <p>Math TOSA Supplemental \$55,073</p> <p>ELA/ELD TOSA Supplemental \$54,559</p> <p>STEM/CTE TOSA Supplemental \$110,000</p> <p>New Teacher Induction Program Title II \$40,000</p>

<p>(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.</p> <p>(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.</p> <p>(f) Administration and site leadership teams will be provided ongoing support to ensure effective implementation of PLCs throughout the district.</p> <p>(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.</p> <p>(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, and other relevant artifacts.</p> <p>(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.</p>			
<p>1.6 - Direct School Site Allocations</p> <p>(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.</p> <p>(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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>School Site Allocations (Total Amount to Support All Goals) Supplemental \$163,541 School Site Allocations (Total Amount to Support All Goals) Base \$400,974</p>

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All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient. Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X

GOAL 2:

COE only: 9 _ 10 _

Local : Specify

Identified Need	Last year, 53% of English learners in WPUSD progressed at least one level on the CELDT test, which measures students' English Language acquisition. Our first year of SBAC scores also show that our English learners fell far short in proficiency as compared to all other subgroups. For example, the highest percentage of English learners who met or exceeded the standards in English was in 3rd grade: 17%. The highest percentage of English learners who met or exceeded the standards in Math was also at the 3rd grade: 19%. Our district-wide scores show an increase at the middle school level; yet, our English learners show a continual decline in performance after 3rd grade, which clearly illustrates our widening achievement gap. While we saw a 9% increase in our English learners being reclassified as fluent English proficient (from 11% to 20%), there is still a need for better monitoring and support of reclassified students. Presently 31% of our reclassified students at the secondary level achieve C's or better in all of their core subjects. With the expectation that all teachers utilize the ELA/ELD framework and apply best practices for teaching integrated and designated ELD to English learners, there is a definite need to support teachers and administrators in learning to incorporate the ELA/ELD framework and best practices so they are well equipped to best support our English learners.		
Goal Applies to:	Schools: All	English Learners (EL); Reclassified Fluent English Proficient (RFEP) Students	
Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 - Core Curriculum & Resources	LEA-wide	<div><div>- All</div><div>OR:</div><div><div>- Low Income pupils</div><div>X English Learners</div><div>- Foster Youth</div><div>X Redesignated fluent English proficient</div><div>Other Subgroups:</div></div></div>	See funding Goal 1, Action 1.1 - (Page 12)
(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			

		(Specify)	
<p>recommendations for supporting English learners in meeting or exceeding grade level standards.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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</p>			

documented through PLC agendas and minutes, and other relevant artifacts.			
2.2 - Effective First Instruction	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.2 - (Page 14) Additional sections for targeted ELD at secondary schools Supplemental \$202,104
<p>(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</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>			

2.3 - Progress Monitoring	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.3 - (Page 14)
<p>(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 supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.</p> <p>(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.</p> <p>(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.</p>	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.4 - (Page 15)
<p>2.4 - Interventions</p> <p>(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.</p> <p>(b) Educational services in collaboration with site administrators will develop an English learner master plan to outline the appropriate structures, services and</p>	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.4 - (Page 15)

<p>supports needed to ensure English learners' (and redesignated fluent English proficient learners) language attainment and academic achievement.</p> <p>(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.</p> <p>(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.</p>			
<p>2.5 - Professional Development & Collaboration</p> <p>(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.</p> <p>(b) Elementary teachers will receive GLAD training and coaching to enhance their abilities to provide effective first instruction to English learners.</p> <p>(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.</p> <p>(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.</p> <p>(e) Action teams will meet throughout the year to further</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See funding Goal 1, Action 1.5 - (Page 16)</p> <p>English Learner Services TOSAs Supplemental \$187,200</p>

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.			
2.6 - Direct School Site Allocations	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.6 - (Page 17)
(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.			
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes: 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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 - Core Curriculum & Resources	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	See funding Goal 1, Action 1.1 - (Page 18)
(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			

<p>integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.</p>	<p>English proficient _ Other Subgroups: (Specify)</p>	
<p>(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.</p>		
<p>(c) Science action teams will continue work with educational services 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.</p>		
<p>(d) Social Science action teams will continue work with educational services to refine 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.</p>		
<p>(e) Designated ELD teachers will continue work with educational services to refine curriculum maps and instructional guides for teaching designated ELD. Additional resources needed to support implementation of designated ELD will be researched for possible purchase.</p>		
<p>(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</p>		

<p>specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.</p>			
<p>2.2 - Effective First Instruction</p> <p>(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</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: <input type="checkbox"/> (Specify)</p>	<p>See funding Goal 1, Action 1.2 - (Page 19)</p> <p>Additional sections for targeted ELD at secondary schools Supplemental \$202,104</p>

2.3 - Progress Monitoring	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.3 - (Page 20)
<p>(a) Core area action teams will continue work with educational services to 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 (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.</p> <p>(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.</p> <p>(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.</p>	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.4 - (Page 20)
<p>2.4 - Interventions</p> <p>(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.</p> <p>(b) Educational services in collaboration with site administrators will implement an English learner master plan that outlines the appropriate structures, services</p>	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.4 - (Page 20)

<p>and supports needed to ensure English learners' (and redesignated fluent English proficient learners) language attainment and academic achievement.</p> <p>(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.</p> <p>(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.</p>			
<p>2.5 - Professional Development & Collaboration</p> <p>(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.</p> <p>(b) Elementary and secondary teachers will receive GLAD training and coaching to enhance their abilities to provide effective first instruction to English learners.</p> <p>(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.</p> <p>(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.</p> <p>(e) Action teams will meet throughout the year to refine</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent</p> <p><input type="checkbox"/> English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See funding Goal 1, Action 1.5 - (Page 22)</p> <p>English Learner Services TOSAs Supplemental \$187,200</p>

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.			
2.6 - Direct School Site Allocations	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.6 - (Page 23)
(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.			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes: 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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 - Core Curriculum & Resources	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	See funding Goal 1, Action 1.1 - (Page 23)
(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			

<p>integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.</p> <p>(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.</p> <p>(c) Science action teams will continue work with educational services 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.</p> <p>(d) Social Science action teams will continue work with educational services to refine 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.</p> <p>(e) Designated ELD teachers will continue work with educational services to refine curriculum maps and instructional guides for teaching designated ELD. Additional resources needed to support implementation of designated ELD will be researched for possible purchase.</p> <p>(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</p>	<p>English proficient — Other Subgroups: (Specify)</p>	
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specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.			
<p>2.2 - Effective First Instruction</p> <p>(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</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See funding Goal 1, Action 1.2 - (Page 25)</p> <p>Additional sections for targeted ELD at secondary schools Supplemental \$202,104</p>

<p>2.3 - Progress Monitoring</p> <p>(a) Core area action teams will continue work with educational services to 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 (including English proficient learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.</p> <p>(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.</p> <p>(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.</p>	<p>LEA-wide</p>	<p>See funding Goal 1, Action 1.3 - (Page 25)</p>
<p>2.4 - Interventions</p> <p>(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.</p> <p>(b) Educational services in collaboration with site administrators will implement an English learner master plan that outline the appropriate structures, services and</p>	<p>LEA-wide</p> <p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>See funding Goal 1, Action 1.4 - (Page 26)</p>

<p>supports needed to ensure English learners' (and redesignated fluent English proficient learners) language attainment and academic achievement.</p> <p>(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.</p> <p>(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.</p>			
<p>2.5 - Professional Development & Collaboration</p> <p>(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.</p> <p>(b) Elementary and secondary teachers will continue to receive GLAD training and coaching to enhance their abilities to provide effective first instruction to English learners.</p> <p>(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.</p> <p>(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.</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See funding Goal 1, Action 1.5 - (Page 27)</p> <p>English Learner Services TOSAs Supplemental \$187,200</p>

<p>(e) Action teams will meet throughout the year to further refine unit maps, instructional guides and assessments and to discuss effective instructional practices to ensure English learners adequately progress toward language proficiency.</p> <p>(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.</p>			
<p>2.6 - Direct School Site Allocations</p> <p>(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.</p> <p>(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.</p>	LEA-wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	See funding Goal 1, Action 1.6 - (Page 28)

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

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

Related State and/or Local Priorities:
1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X

GOAL 3:

COE only: 9 _ 10 _

Local : Specify

Identified Need :

In 2014-15, 43.5% of graduating seniors at LHS met A-G requirements and 0% of graduating seniors at PHS met A-G requirements. Additionally, WPUUSD's cohort graduation rate is 87%. Lastly, the EAP test in 11th grade indicated 11% of 11th graders were deemed to be college ready in English and 4% were deemed to be college ready 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.

Goal Applies to:

Schools: Glen Edwards and Twelve Bridges Middle Schools and Lincoln and Phoenix High Schools

Applicable Pupil Subgroups:

All Students and Significant Subgroups

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	School-wide (All Secondary Schools)	X All OR: Low Income pupils English Learners Foster Youth	Additional sections for AVID at secondary schools Supplemental \$295,000 AVID Membership, Supplies & Professional Development Supplemental \$55,000

college ready upon graduation from high school.		<input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Counselors Supplemental \$327,909
<p>(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.</p> <p>(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.</p> <p>(d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support college readiness and credit toward an associates/bachelors degree.</p> <p>(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.</p>			
3.2 - Career Readiness	School-wide (All Secondary Schools)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
<p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>			

<p>(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).</p> <p>(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).</p> <p>(g) WPUSD's two CTE Incentive Grants will be implemented to support career readiness of students (see grant narrative for additional information).</p> <p>(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).</p>			
<p>3.3 - Interventions</p> <p>(a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation.</p> <p>(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.</p> <p>(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.</p>	<p>School-wide (All Secondary Schools)</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Designated At-risk</u></p>	<p>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</p>
<p>3.4 - Professional Development & Collaboration</p> <p>(a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic</p>	<p>School-wide (All Secondary Schools)</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>See funding Goal 1, Action 1.5 (Page 16)</p>

planning and other relevant training and coaching to support students' college and career readiness.		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
3.5 - Direct School Site Allocations	School-wide (All Secondary Schools)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	See funding Goal 1, Action 1.6 (Page 17)
(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.			
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 - College Readiness	School-wide (All Secondary Schools)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: 	Additional sections for AVID at secondary schools Supplemental \$295,000 AVID Membership, Supplies & Professional Development Supplemental \$55,000 Counselors Supplemental \$448,000
(a) Site administration will work with educational services to implement new graduation requirements that 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			

<p>and supported at all school sites. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID.</p> <p>(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.</p> <p>(d) WPUUSD will continue to pursue dual/concurrent enrollment through AARC and Sierra College to support college readiness and credit toward an associates/bachelors degree.</p> <p>(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.</p>		(Specify)	
<p>3.2 - Career Readiness</p> <p>(a) Site administration will work with educational services to implement graduation requirements that 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.</p> <p>(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.</p> <p>(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</p>	<p>School-wide (All Secondary Schools)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counselors - see funding Goal 3, Action 3.1 (Page 49)</p> <p>Carl D. Perkins Grant for CTE Carl D. Perkins Career and Technical Education \$43,300</p> <p>Career Technical Education Incentive Grant Career Technical Education Incentive Grant (CTEIG) \$371,116</p> <p>Agriculture Incentive Grant Agriculture Incentive Grant \$12,395</p>

resources needed to attain college admission and/or career placement.			
(d) WPUUSD will continue 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.			
(e) In the event of carryover funds, WPUUSD'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) WPUUSD 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) WPUUSD's two CTE Incentive Grants will continue to be implemented to support career readiness of students (see grant narrative for additional information).			
(h) WPUUSD'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).			
3.3 - Interventions	School-wide (All Secondary Schools)	- All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated Fluent English proficient X Other Subgroups: (Specify) Designated At-risk	<p>See funding Goal 1, Action 1.4 (Page 20)</p> <p>Counselors - see funding Goal 3, Action 3.1 (Page 49)</p> <p>Summer School Supplemental \$50,000</p> <p>Online Credit Recovery Program Supplemental \$15,000</p> <p>Additional sections for online credit recovery Supplemental \$112,325</p>
(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.			
<p>3.4 - Professional Development & Collaboration</p> <p>(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.</p>	School-wide (All Secondary Schools)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.5 (Page 22)
<p>3.5 - Direct School Site Allocations</p> <p>(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.</p> <p>(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.</p>	School-wide (All Secondary Schools)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.6 (Page 23)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>1. The district's cohort graduation rate will increase 1% annually until 100% is obtained.</p> <p>2. The percentage of all graduates meeting A-G requirements will increase by 3% annually until 100% of all graduates meet A-G requirements.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>7. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1% annually.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 - College Readiness</p> <p>(a) Site administration will work with educational services to continue to implement graduation requirements that align with A-G requirements to ensure that all students are college ready upon graduation from high school.</p> <p>(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.</p> <p>(c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FTY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. 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.</p> <p>(d) WPUUSD will continue to pursue dual/concurrent enrollment through ARC and Sierra College to support</p>	<p>School-wide (All Secondary Schools)</p>	<p>X All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)</p>	<p>Additional sections for AVID at secondary schools Supplemental \$295,000 AVID Membership, Supplies & Professional Development Supplemental \$55,000 Counselors Supplemental \$448,000</p>

<p>college readiness and credit toward an associates/bachelors degree.</p> <p>(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.</p>			
<p>3.2 - Career Readiness</p> <p>(a) Site administration will work with educational services to continue to implement graduation requirements that 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.</p> <p>(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.</p> <p>(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.</p> <p>(d) WPUUSD will continue 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.</p> <p>(e) WPUUSD 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).</p>	<p>School-wide (All Secondary Schools)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counselors - see funding Goal 3, Action 3.1 (Page 52)</p> <p>Carl D. Perkins Grant for CTE Carl D. Perkins Career and Technical Education \$43,300</p> <p>Career Technical Education Incentive Grant Career Technical Education Incentive Grant (CTEIG) \$247,410</p> <p>Agriculture Incentive Grant Agriculture Incentive Grant \$12,395</p>

(f) 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).			
<p>3.3 - Interventions</p> <p>(a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation.</p> <p>(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.</p> <p>(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.</p>	School-wide (All Secondary Schools)	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Designated At-risk</p>	<p>See funding Goal 1, Action 1.4 (Page 26)</p> <p>Counselors - see funding Goal 3, Action 3.1 (Page 52)</p> <p>Summer School Supplemental \$50,000</p> <p>Online Credit Recovery Program Supplemental \$15,000</p> <p>Additional sections for online credit recovery Supplemental \$112,325</p>
<p>3.4 - Professional Development & Collaboration</p> <p>(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.</p>	School-wide (All Secondary Schools)	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	See funding Goal 1, Action 1.5 (Page 27)
<p>3.5 - Direct School Site Allocations</p> <p>(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.</p>	School-wide (All Secondary Schools)	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent</p>	See funding Goal 1, Action 1.6 (Page 28)

(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.		English proficient Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

All students will be safe and actively engaged at school.

Related State and/or Local Priorities:
1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☐ 8 ☐

GOAL 4:

COE only: 9 ☐ 10 ☐

Local : Specify

Identified Need :

According to the California Healthy Kids Survey, 81% of our 5th grade students feel safe in school, and 97% of them feel like the adults at school care about them. Those numbers decrease as students grow older, with 65% of our 11th graders feeling safe at school and 88% feeling like the adults at school care about them. Bullying and harassment continue to be voiced as concerns across all grade levels. Attendance rates across the district hover around 95%, which is commendable but not to the standard we would like to see. Additionally, the district's truancy rate is not where we would like it to be. Lastly, although student suspensions and expulsions are lower than the state average and have decreased in the last year, they are not to the standard we would like to see, especially in defiance related (48900k) suspensions. 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. Therefore, we will continue to provide professional development and support to all staff members in our organization that support youth development so they are well equipped to connect with students, provide them relevant opportunities to engage and lead, and set high expectations for their behavior and academic achievement.

Goal Applies to:

Schools: All

Applicable Pupil Subgroups:

All Students and Significant Subgroups

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 16)

for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.			
4.2 - 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.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
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.	School-wide (All Elementary Schools)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 16)
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	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	See funding Goal 1, Action 1.6 (Page 17)

supplemental funding will be used to support Goal 4.		(Specify)	
4.6 - Transportation	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation Supplemental \$59,000
(a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.			
LCAP Year 2: 2017-2018 Expected Annual Measurable Outcomes: 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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 - Youth Development	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 22)
(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.			
4.2 - Positive Behavior & Mental Health	LEA-wide	<input checked="" type="checkbox"/> All OR:	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 22)

<p>(a) Select school sites will continue to receive training and support to implement the PBIS framework.</p> <p>(b) A mental health specialist will support schools and students in need of mental health support.</p> <p>(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.</p>		<p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Mental Health Specialist Supplemental \$111,925</p> <p>District Resource Officer Supplemental \$130,000</p> <p>Psychologists Mental Health Funds \$228,000</p>
<p>4.3 - Love & Logic</p> <p>(a) Teachers, support staff, and administrators will continue to be provided Love & Logic training.</p> <p>(b) Elementary schools will ensure that the strategies of Love & Logic are being utilized in classrooms and throughout the schools.</p> <p>(c) Coaching and other supports will be provided to sites to ensure their success in implementing Love & Logic strategies.</p>	School-wide (All Elementary Schools)	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 22)
<p>4.5 - Direct School Site Allocations</p> <p>(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.</p> <p>(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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	See funding Goal 1, Action 1.6 (Page 23)
<p>4.6 - Transportation</p> <p>(a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.</p>	All	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	Transportation Supplemental \$59,000

		Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
<p>Expected Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 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. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 27) District Resource Officer Supplemental \$130,000
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	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 27) Mental Health Specialist Supplemental \$111,925 District Resource Officer Supplemental \$130,000 Psychologists Mental Health Funds \$228,000

provide intervention supports to at-risk students and their families.			
4.3 - Love & Logic	School-wide (All Elementary Schools)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 1.5 (Page 27)
(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.			
4.5 - Direct School Site Allocations	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.6 (Page 28)
(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.			
4.6 - Transportation	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation Supplemental \$59,000
(a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.			

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

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

Related State and/or Local Priorities:
 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 ☐

COE only: 9 ☐ 10 ☐

Local : Specify

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.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 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. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 - Technology</p> <p>(a) A district standard for technology in schools and classrooms will be developed.</p> <p>(b) A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed.</p> <p>(c) Technologies will be updated, replaced, or added in order of priority.</p>	ALL	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Technology Budget - Computer Replacement Base \$300,000
<p>5.2 - Maintenance</p> <p>(a) School facilities and grounds will be well maintained</p>	ALL	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Routine Repair & Maintenance Program Base \$1,878,000</p> <p>Maintenance, Operations & Custodial Services Program Base \$1,623,000</p>

and improvement needs will be assessed. Improvements will be made in order of priority.			<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5.3 - Measure A School Bond	Lincoln High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Measure A Bond (\$60 million bond, \$10 million to LHS) - Fund 21/25 Other \$10,000,000	
(a) Improvements to technology and facilities at LHS will be made in accordance with the Measure A Bond.				
5.4 - Direct School Site Allocations	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.6 (Page 17)	
(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.				
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:	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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
5.1 - Technology	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Technology Budget - Computer Replacement Base \$300,000	
(a) A district standard for technology in schools and classrooms will be implemented.				

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(b) Technologies will be updated, replaced, or added in order of priority.		Redesignated fluent English proficient Other Subgroups: (Specify)	
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. (b) The district will begin adding monies into deferred maintenance to ensure the account is not depleted and that there are necessary funds available to make annual improvements to District facilities and grounds.	ALL	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Routine Repair & Maintenance Program Base \$1,878,000 Maintenance, Operations & Custodial Services Program Base \$1,623,000 Deferred Maintenance Contribution Base \$150,000
5.3 - Measure A School Bond (a) Improvements to technology and facilities at LHS will be made in accordance with the Measure A Bond.	Lincoln High School	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Measure A Bond (\$60 million bond, \$10 million to LHS) - Fund 21/25 Other \$10,000,000
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.	LEA-wide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	See funding Goal 1, Action 1.6 (Page 23)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:			
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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 - Technology (a) A district standard for technology in schools and classrooms will be implemented. (b) Technologies will be updated, replaced, or added in order of priority.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Technology Budget - Computer Replacement Base \$300,000
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. (b) The district will continue to add monies into deferred maintenance to ensure the account is not depleted and that there are necessary funds available to make annual improvements to District facilities and grounds.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Routine Repair & Maintenance Program Base \$1,878,000 Maintenance, Operations & Custodial Services Program Base \$1,623,000 Deferred Maintenance Contribution Base \$150,000
5.3 - Measure A School Bond (a) Improvements to technology and facilities at LHS will be made in accordance with the Measure A Bond.	Lincoln High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Measure A Bond (\$60 million bond, \$10 million to LHS) - Fund 21125 Other \$10,000,000
5.4 - Direct School Site Allocations	LEA-wide	<input checked="" type="checkbox"/> All	See funding Goal 1, Action 1.6 (Page 28)

<p>(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.</p> <p>(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.</p>		<p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	All parents will be actively engaged in their child's learning and school community.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	We have not yet developed a clear plan to increasingly engage parents in their students' learning. Additionally, we do not have a comprehensive method to track current levels of parent involvement. This past year, we focused on utilizing two online learning management systems (Schoolology and JupiterEd) to increase parents' abilities to monitor their children's academic progress. Both systems were regularly accessed by parents and were utilized more extensively from 4th grade through high school. It is still our vision to develop a comprehensive parental involvement plan that incorporates Joyce Epstein's framework of six types of parent involvement. Lastly, it was established through all of our stakeholder input groups that the need for improved parent outreach and engagement was needed.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	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 Schoolology and/or PowerSchool will increase by 5% annually until 100% of all parents are regularly using Schoolology and/or PowerSchool.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent/Continuing Education Title I \$10,000 Parent/School/Community Liaisons (3.0 FTE) Supplemental \$180,000

hired to support improvements in parent education. Parents of unduplicated students will be the target audience.			
<p>6.2 - Two-way Communication</p> <p>(a) A comprehensive district parent involvement plan, including tenets for two-way communication, will be developed.</p> <p>(b) A system for collecting data around all two-way communication will be developed.</p> <p>(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.</p> <p>(d) Data regarding parent use of Schoology and/or PowerSchool will be collected.</p> <p>(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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Schoology/Turnitin Supplemental \$30,000</p> <p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)</p>
<p>6.3 - Parent Volunteers</p> <p>(a) A comprehensive district parent involvement plan, including tenets for parent volunteers, will be developed.</p> <p>(b) A system for collecting data around parent volunteers will be developed.</p> <p>(c) Schools will solicit parent volunteers to support student learning and school projects.</p> <p>(d) Bilingual parent/school/community liaisons will be hired to enhance the number of parent volunteers.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)</p>
6.4 - Learning at Home	LEA-wide	<input checked="" type="checkbox"/> All	Schoology/Turnitin - See funding Goal 6, Action 6.2 (Page 68)

<p>(a) A comprehensive district parent involvement plan, including tenets for learning at home, will be developed.</p> <p>(b) A system for collecting data around learning at home will be developed.</p> <p>(c) Teachers will utilize Schoology/Turnitin/PowerSchool to promote learning at home. Additionally, they will provide parents with resources to support learning at home.</p> <p>(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.</p>		<p>OR:</p> <ul style="list-style-type: none"> – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify) 	<p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)</p>
<p>6.5 - Collaborative Decision Making</p> <p>(a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, will be developed.</p> <p>(b) A system for collecting data around collaborative decision making will be developed.</p> <p>(c) District and site administrators will actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc.</p> <p>(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.</p>	LEA-wide	<p>X All</p> <p>OR:</p> <ul style="list-style-type: none"> – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify) 	<p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)</p>
<p>6.6 - Community Involvement</p> <p>(a) A comprehensive district parent involvement plan, including tenets for community involvement, will be developed.</p> <p>(b) A system for collecting data around community involvement will be developed.</p>	LEA-wide	<p>X All</p> <p>OR:</p> <ul style="list-style-type: none"> – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: 	<p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)</p>

(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.			(Specify)	
(d) Bilingual parent/school/community liaisons will be hired to enhance community relationships and thus involvement.				
6.7 - Direct School Site Allocations		LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	See funding Goal 1, Action 1.6 (Page 17) Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 67)
(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.				
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:		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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
6.1 - Parent Education	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Parent/Continuing Education Title I \$10,000 Parent/School/Community Liaisons (3.0 FTE) Supplemental \$180,000	
(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				

<p>education and other avenues.</p> <p>(d) data regarding parent education will be collected.</p> <p>(e) Bilingual parent/school/community liaisons will be hired to support improvements in parent education. Parents of unduplicated students will be the target audience.</p>			
<p>6.2 - Two-way Communication</p> <p>(a) A comprehensive district parent involvement plan, including tenets for two-way communication, will be developed.</p> <p>(b) A system for collecting data around all two-way communication will be developed.</p> <p>(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.</p> <p>(d) Data regarding parent use of Schoology and/or PowerSchool will be collected.</p> <p>(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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent</p> <p><input type="checkbox"/> English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Schoology/Turnitin Supplemental \$30,000</p> <p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 70)</p>
<p>6.3 - Parent Volunteers</p> <p>(a) A comprehensive district parent involvement plan, including tenets for parent volunteers, will be developed.</p> <p>(b) A system for collecting data around parent volunteers will be developed.</p> <p>(c) Schools will solicit parent volunteers to support student learning and school projects.</p> <p>(d) Bilingual parent/school/community liaisons will be</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent</p> <p><input type="checkbox"/> English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 70)</p>

hired to enhance the number of parent volunteers.			
6.4 - Learning at Home	LEA-wide	<p>X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)</p>	Schoolology/Turnitin - See funding Goal 6, Action 6.2 (Page 71) Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 70)
<p>(a) A comprehensive district parent involvement plan, including tenets for learning at home, will be developed.</p> <p>(b) A system for collecting data around learning at home will be developed.</p> <p>(c) Teachers will utilize Schoology/Turnitin/PowerSchool to promote learning at home. Additionally, they will provide parents with resources to support learning at home.</p> <p>(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.</p>			
6.5 - Collaborative Decision Making	LEA-wide	<p>X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)</p>	Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 70)
<p>(a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, will be developed.</p> <p>(b) A system for collecting data around collaborative decision making will be developed.</p> <p>(c) District and site administrators will actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc.</p> <p>(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.</p>			
6.6 - Community Involvement	LEA-wide	<p>X All OR: Low Income pupils</p>	Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 70)

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.			
6.7 - Direct School Site Allocations	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	See funding Goal 1, Action 1.6 (Page 23) Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 70)
(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.			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 - Parent Education	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Parent/Continuing Education Title I \$10,000 Parent/School/Community Liaisons (3.0 FTE) Supplemental \$180,000
(a) A comprehensive district parent involvement plan, including tenets for parent education, will be developed.			

<p>(b) A system for collecting data around parent education will be developed.</p> <p>(c) Parent education will be provided through continuing education and other avenues.</p> <p>(d) data regarding parent education will be collected.</p> <p>(e) Bilingual parent/school/community liaisons will be hired to support improvements in parent education. Parents of unduplicated students will be the target audience.</p>		<p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.2 - Two-way Communication</p> <p>(a) A comprehensive district parent involvement plan, including tenets for two-way communication, will be developed.</p> <p>(b) A system for collecting data around all two-way communication will be developed.</p> <p>(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.</p> <p>(d) Data regarding parent use of Schoology and/or PowerSchool will be collected.</p> <p>(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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Schoology/Turnitin Supplemental \$30,000</p> <p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 73)</p>
<p>6.3 - Parent Volunteers</p> <p>(a) A comprehensive district parent involvement plan, including tenets for parent volunteers, will be developed.</p> <p>(b) A system for collecting data around parent volunteers will be developed.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent</p>	<p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 73)</p>

<p>(c) Schools will solicit parent volunteers to support student learning and school projects.</p> <p>(d) Bilingual parent/school/community liaisons will be hired to enhance the number of parent volunteers.</p>		<p>English proficient Other Subgroups: (Specify)</p>	
<p>6.4 - Learning at Home</p> <p>(a) A comprehensive district parent involvement plan, including tenets for learning at home, will be developed.</p> <p>(b) A system for collecting data around learning at home will be developed.</p> <p>(c) Teachers will utilize Schoology/Turnitin/PowerSchool to promote learning at home. Additionally, they will provide parents with resources to support learning at home.</p> <p>(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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Schoology/Turnitin - See funding Goal 6, Action 6.2 (Page 74)</p> <p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 73)</p>
<p>6.5 - Collaborative Decision Making</p> <p>(a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, will be developed.</p> <p>(b) A system for collecting data around collaborative decision making will be developed.</p> <p>(c) District and site administrators will actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc.</p> <p>(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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 73)</p>

6.6 - Community Involvement	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 73)
<p>(a) A comprehensive district parent involvement plan, including tenets for community involvement, will be developed.</p> <p>(b) A system for collecting data around community involvement will be developed.</p> <p>(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.</p> <p>(d) Bilingual parent/school/community liaisons will be hired to enhance community relationships and thus involvement.</p>			
6.7 - Direct School Site Allocations	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See funding Goal 1, Action 1.6 (Page 28) Parent/School/Community Liaisons - see funding Goal 6, Action 6.1 (Page 73)

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 schools/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?

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

Original GOAL 1 from prior year LCAP:	All students will meet or exceed grade level standards in core academic areas.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>
	COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>		Local : Specify
Goal Applies to:	Schools: All		
Applicable Pupil Subgroups:	All Students and Significant Subgroups		
Expected Annual Measurable Outcomes:	<p>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.</p> <p>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.</p> <p>3. Common district benchmark assessments (2-4 per year) will be developed and implemented for English language arts and mathematics (grades 1-11) and baseline data established.</p> <p>4. The percentage of all students (and significant subgroups) meeting or exceeding standard ("C" or better in grades 6-12), as measured by trimester (grades K-5) or semester (grades 6-12) report card grades, in all core areas will increase 5% annually until 100% is obtained.</p> <p>5. The percentage of all students (and significant subgroups) identified as GATE or High Achiever in ELA and math will increase by 0.5% annually until 10% is obtained.</p> <p>6. The percentage of all students (and significant subgroups) receiving special education services will decrease by 0.5% annually until 9% is obtained.</p> <p>7. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).</p>	Actual Annual Measurable Outcomes:	<p>1. Baseline data for SBAC ELA and Math was established for the 2014-2015 school year. The results are as follows: ELA: All students = 51%; SWD = 16%; SED = 34%; ELs = 11%; Hispanic/Latino = 35%; White = 58% Math: All students = 41%; SWD = 13%; SED = 21%; ELs = 10%; Hispanic/Latino = 25%; White = 48% In order to determine if a 5% increase was obtained for all students (and significant subgroups) from 2014-2015 to 2015-2016, we will need to wait until the 2015-2016 SBAC results are released.</p> <p>2. Results from CST Science data for the 2014-2015 school year are as follows: Gr 5: All students = 65%; SWD = 38%; SED = 56%; ELs = 15%; Hispanic/Latino = 48%; White = 78% Gr 8: All students = 79%; SWD = 52%; SED = 63%; ELs = 13%; Hispanic/Latino = 65%; White = 82% Gr 10: All students = 61%; SWD = 18%; SED = 41%; ELs = 16%; Hispanic/Latino = 43%; White = 66% In order to determine if a 5% increase was obtained for all students (and significant subgroups) from 2014-2015 to 2015-2016, we will need to wait until the 2015-2016 CST results are released.</p> <p>3. Common district benchmark assessments (2-4 per year) were developed for English language arts and mathematics (grades 1-11). Only one round of assessments were administered in grades 1-5. Therefore, we only partially met our expected outcome. All developed assessments will be administered in the 2016-2017 school year.</p> <p>4. The percentage of all students meeting or exceeding standard</p>

("C" or better in grades 6-12) in all core areas:
 2014-2015 (Sem 1) 2015-2016 (Sem 1)
 English - 62% 86%
 Math - 71% 70%
 Science - 58% 77%
 Soc Sci - 40% 65%
 We do not yet have the data available by subgroup. We met our outcome for all but math.
 5. The percentage of all students identified as GATE or High Achiever in ELA and math decreased from 10.3% in 2014-2015 to 9.5% in 2015-2016. Therefore, we did not meet our expected outcome.
 6. The percentage of all students receiving special education services increased from 12.6% in 2014-2015 to 13.6% in 2015-2016. Therefore, we did not meet our expected outcome.
 7. All teachers assigned for the 2015-2016 school year were highly qualified and appropriately credentialled for their teaching assignment(s). Therefore, we did meet our outcome.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 - Core Curriculum & Resources		1.1 - Core Curriculum & Resources	
(a) English language arts action teams will work with educational services to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. Additionally, they will identify and purchase the instructional materials/resources needed to ensure students meet or exceed grade level standards.	Assistant Superintendent of Educational Services Supplemental \$48,332 Director of Educational Services Supplemental \$63,909 Administrative Assistant for Educational Services Supplemental \$24,493 Instructional Materials - IMF Base \$300,000 Instructional Materials - Teacher Lottery Allocations Lottery \$160,000 Instruction Materials - Restricted Lottery Lottery \$217,000	(a) English language arts action teams work with educational services to develop curriculum maps and instructional guides for English language arts (grades TK-11) that align with CCSS and SBAC assessment targets. Additionally, instructional materials/resources needed to ensure students meet or exceed grade level standard were identified and purchased.	Assistant Superintendent of Educational Services Supplemental \$49,310 Director of Educational Services Supplemental \$63,009 Administrative Assistant for Educational Services Supplemental \$24,056 Instructional Materials - IMF Base \$343,729 Instructional Materials - Teacher Lottery Allocations Lottery \$160,375 Instruction Materials - Restricted Lottery Lottery \$191,487
(b) Math action teams will work with educational services to develop curriculum maps and instructional guides for mathematics (grades 6-Integrated III) that are aligned with CCSS and SBAC assessment targets. Additionally, they will align resources		(b) Math action teams worked with educational services to develop curriculum maps and instructional guides for mathematics (grades 6-Integrated III) that align with CCSS and SBAC assessment targets. Additionally, they aligned resources	

<p>from our newly adopted CCSS materials (digits and Carnegie) for mathematics with the curriculum maps and instructional guides to ensure students meet or exceed grade level standards.</p> <p>(c) Intervention resources for students not making progress toward meeting standard in core areas will be researched and decisions regarding best options will be made.</p> <p>(d) 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.</p>		<p>from our newly adopted CCSS materials (digits and Carnegie) for mathematics with the curriculum maps and instructional guides to ensure students meet or exceed grade level standards.</p> <p>(c) Intervention resources for students not making progress toward meeting standard in core areas were researched and for the 2015-2016 school year, Lexia, Sonday, and other materials (i.e. iReady, Renaissance Learning) will be purchased to support interventions.</p> <p>(d) Teachers, supported by administrators, participated in weekly, collaborative PLCs that 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 is documented in PLC agendas and minutes, and other relevant artifacts.</p>	
<p>Scope of Service</p> <p>LEA-wide</p> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA-wide</p> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.2 - Best First Instruction</p> <p>(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed</p>	<p>Teachers Base \$24,451,000</p> <p>Site Administrators Base \$2,673,000</p>	<p>1.2 - Best First Instruction</p> <p>(a) All teachers were expected to utilize effective, research-based instructional practices to ensure students meet or</p>	<p>Teachers Base \$25,691,749</p> <p>Site Administrators Base \$2,217,504</p>

<p>grade level standards. Such practices will include, but not be limited to:</p> <ul style="list-style-type: none"> 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) Teachers and administrators will participate in "Instructional Rounds" to identify Best 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 best 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. (d) Pursuant to Education Code section 44258.9, all teachers will be fully credentialed in the subject areas and for the pupils they are teaching. 		<p>exceed grade level standards.</p> <ul style="list-style-type: none"> (b) Administrators conducted informal "walkthrough" observations monthly. Additionally, during Elementary Admin PLCs, principals and educational services staff conducted "walkthroughs." Teachers did not formally participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school. This will, however, continue to be a plan/goal moving forward. (c) Teachers, supported by administrators, participate in weekly, collaborative PLCs that focus on best first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work is documented in PLC agendas and minutes, and other relevant artifacts. (d) Pursuant to Education Code section 44258.9, all teachers were fully credentialed in the subject areas and for the pupils they were teaching. 	
<p>Scope of ALL Service</p> <p>X All</p>		<p>Scope of ALL Service</p> <p>X All</p>	

<p>OR:</p> <ul style="list-style-type: none"> – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify) 		<p>OR:</p> <ul style="list-style-type: none"> – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify) 	
<p>1.3 - Progress Monitoring</p> <p>(a) English language arts and math 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 supporting student achievement toward meeting or exceeding grade level standards.</p> <p>(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 of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts.</p> <p>(c) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards.</p> <p>(d) Hanover Research (outside</p>	<p>EADMS - Online Student Assessment and Analytics System Supplemental \$33,250</p> <p>Hanover Research Supplemental \$37,500</p> <p>Director of Supplemental Programs & Accountability Supplemental \$71,011</p> <p>Administrative Clerk for Educational Services Supplemental \$24,000</p> <p>Coordinator of Homeless & Foster Youth Services Supplemental \$20,333</p>	<p>1.3 - Progress Monitoring</p> <p>(a) The ELA/ELD and Math TOSAs worked with educational services to develop and administer common district benchmark assessments. Although all assessments were developed, they were only administered once in grades 1-5. Additionally, LHS administered SBAC interim assessments in math to grade 11 students. We will be fulfilling implementing benchmark assessments in the 2016-2017 school year.</p> <p>(b) Teachers, supported by administrators, participated in weekly, collaborative PLCs to develop common formative assessments. Evidence of this work is documented in PLC agendas and minutes, EADMS, and other relevant artifacts.</p> <p>(c) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists worked closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards.</p> <p>(d) Hanover Research (outside consultant) worked with educational services to complete the 2014-2015 LCAP stakeholder survey. They did not</p>	<p>EADMS - Online Student Assessment and Analytics System Supplemental \$33,250</p> <p>Hanover Research Supplemental \$37,500</p> <p>Director of Supplemental Programs & Accountability Supplemental \$70,010</p> <p>Administrative Clerk for Educational Services Supplemental \$44,064</p> <p>Coordinator of Homeless & Foster Youth Services Supplemental \$29,445</p>

<p>consultant) will work with educational services to collect and analyze data related to the LCAP metrics for all goals and to support adjustments to the actions and the development of the 2015-2016 annual update for LCAP.</p>		<p>however collect and analyze data related to the LCAP metrics for all goals to support the development of the 2015-2016 annual update for LCAP. We will not be renewing our contract with Hanover for work in future years.</p>	
<p>Scope of Service LEA-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4 - Interventions</p> <p>(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, EADMS, and other relevant artifacts.</p> <p>(b) Educational services will support site administrators in facilitating the development, articulation, and implementation of multi-tiered systems of support for each site.</p> <p>(c) Intervention support staff will be provided to schools to work with all</p>	<p>Program Specialists Base \$210,000</p> <p>Intervention Support Providers Supplemental \$273,000</p> <p>Instructional Aides Base \$278,000</p> <p>Psychologists Base \$506,000</p> <p>Counselors Base \$310,000</p>	<p>1.4 - Interventions</p> <p>(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 is documented in PLC agendas and minutes, EADMS, and other relevant artifacts.</p> <p>(b) Representatives from several of our elementary schools participated in the RtI training provided by Mike Mattos (through PCOE) and are beginning to develop/refine their RtI plans. Educational services did not comprehensively support site administrators in facilitating the</p>	<p>Program Specialists Base \$228,697</p> <p>Intervention Support Providers Supplemental \$366,455</p> <p>Instructional Aides Base \$189,580</p> <p>Psychologists Base \$538,588</p> <p>Counselors Base \$289,861</p>

<p>students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff will include, but not be limited to: instructional aides, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.</p> <p>(d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists 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.</p>		<p>development, articulation, and implementation of multi-tiered systems of support for each site. This will continue to be the plan/goal moving forward.</p> <p>(c) Intervention support staff were provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff included instructional aides, intervention support providers, program specialists, counselors, psychologists, behaviorists, and tutors.</p> <p>(d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists worked 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.</p>	
<p>Scope of Service</p> <p>LEA-wide</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Designated At-risk</p> <p>1.5 - Professional Development & Collaboration</p> <p>(a) A cadre of elementary teachers</p>		<p>Scope of Service</p> <p>LEA-wide</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Designated At-risk</p> <p>1.5 - Professional Development & Collaboration</p> <p>(a) A cadre of elementary teachers and</p>	<p>Professional Development & Collaboration (Total Amount to Support all Goals) Supplemental \$443,102</p> <p>Professional Development & Collaboration (Total Amount to Support all Goals) Supplemental \$433,805</p>

<p>and all special education 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.</p>	<p>Math TOSA Supplemental \$45,000 ELA/ELD TOSA Supplemental \$45,000 BTSA Title I \$20,000 BTSA Title II \$10,000 BTSA Title III \$20,000</p>	<p>all special education 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.</p>	<p>Math TOSA Supplemental \$48,848 ELA/ELD TOSA Supplemental \$50,513 BTSA - Educator Effectiveness Grant Other \$39,596</p>
<p>(b) Core area teachers will receive literacy training as it relates to CCSS/NGSS and their respective curricular areas.</p>		<p>(b) Core area teachers received literacy training as it relates to CCSS/NGSS and their respective curricular areas.</p>	
<p>(c) 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.</p>		<p>(c) Educational services facilitated collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching from our TOSAs was also provided to teachers wanting or needing additional supports.</p>	
<p>(d) 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.</p>		<p>(d) 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.</p>	
<p>(e) Teachers and administrators will be trained on how to effectively conduct "Instructional Rounds" to support teaching and learning.</p>		<p>(e) Teachers and administrators were not trained on how to effectively conduct "Instructional Rounds" to support teaching and learning. This will be the plan for 2016-2017.</p>	
<p>(f) 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.</p>		<p>(f) 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.</p>	
<p>(g) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best</p>		<p>(g) Teachers, supported by administrators and educational services, participated in weekly, collaborative PLCs to discuss best</p>	

<p>instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts.</p> <p>(h) New teachers will be provided BTSA support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.</p>		<p>instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work is documented in PLC agendas and minutes, and other relevant artifacts.</p> <p>(h) New teachers were provided induction support (formerly called BTSA) through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams. We anticipated more teachers needing the program than actually did so the expenditures were less than what was originally budgeted.</p>	
<p>Scope of Service LEA-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.6 - Direct School Site Allocations</p> <p>(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.</p> <p>(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.</p>	<p>School Site Allocations (Total Amount to Support All Goals) Supplemental \$163,541</p> <p>School Site Allocations (Total Amount to Support All Goals) Base \$395,000</p>	<p>1.6 - Direct School Site Allocations</p> <p>(a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. The expenditures are more than what was budgeted because they include carryover monies from the 2014-2015 school year.</p> <p>(b) School sites developed and had approved School Site Plans that</p>	<p>School Site Allocations (Total Amount to Support All Goals) Supplemental \$221,860</p> <p>School Site Allocations (Total Amount to Support All Goals) Base \$443,440</p>

		outlined how their supplemental was used to support Goal 1. The expenditures are more than what was budgeted because they include carryover monies from the 2014-2015 school year.	
Scope of Service LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 1.	Indirect Costs (Total Amount to Support All Goals) Supplemental \$102,462	1.7 - Indirect Costs (a) Indirect costs were taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 1. Moving forward, to maximize supplemental dollars for services, etc. we will not be charging indirect costs to these funds.	Indirect Costs (Total Amount to Support All Goals) Supplemental \$121,046
Scope of Service LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions,	Although we met some of the expected measurable outcomes for Goal #1, we still have much work to do in this area.		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Additionally, we are awaiting further data to determine where we stand in meeting all our expected measurable outcomes. Given that our ability to measure success in implementing the actions associated with Goal #1 is still in the infancy stage, minimal changes will be made to our actions, services and expenditures moving into the 2016-2017 school year. We feel strongly that how we are allocating our resources and the work we are doing will yield us positive student outcomes in the years to come. We did almost everything we said we would do in 2015-2016; our plan for moving forward (or not) with things we did not do is stated above in the annual update narrative for Goal #1. We will be adding targeted tutoring and summer transition programs in the 2016-2017 school year in an effort to provide additional supports to our unduplicated and/or at-risk students. We plan to add summer bridge programs starting in the 2017-2018 school year to provide another layer of support for students in need.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP.	All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>
		COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	English Learners (EL); Reclassified Fluent English Proficient (RFEF) Students
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT, will increase 5% annually until 100% is obtained. 2. The percentage of English learners reclassified as fluent English proficient in 2015-2016 will meet or exceed 20%. 3. 100% of the students reclassified as fluent English proficient in 2013-2014 and 2014-2015 will earn a "C" or better in all core area classes in 2015-2016. 4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English. 	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. 53% of English learners progressed at least one language proficiency level in 2014-2015. In order to determine if a 5% increase was obtained from 2014-2015 to 2015-2016, we will need to wait until the 2015- 2016 CELDT results are released. 2. 12% of English learners were reclassified as fluent English proficient in 2014-2015. That number increased to 20% in the 2015-16 school year. Therefore, we did meet our outcome. 3. Through the first two grading periods of the 2015-2016, 31% (15 of 49) of reclassified students earned a "C" or better in all core area classes. Therefore, we did not meet our outcome. 4. All English learners receive integrated and designated ELD to support attainment of spoken and academic fluency in English. WPUUSD was monitored by CDE for compliance in this area during the 2015-2016 school year. No findings were issued for anything related to integrated and designated ELD. Therefore, we did meet our outcome.
LCAP Year: 2015-2016		
Planned Actions/Services		Actual Actions/Services
2.1 - Core Curriculum & Resources	Budgeted Expenditures See funding Goal 1, Action 1.1 (Page 12)	Estimated Actual Annual Expenditures See funding Goal 1, Action 1.1 (Page 79)
(a) English language arts action teams will work with educational services to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC		(a) English language arts action teams worked with educational services to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC

<p>assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.</p> <p>(b) Math action teams will work with educational services to develop curriculum maps and instructional guides for mathematics (grades 6-integrated III) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.</p> <p>(c) Supplemental resources for providing integrated and designated ELD to English learners in core areas will be researched and decisions regarding best options will be made.</p> <p>(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.</p>		<p>assessment targets. The instructional guides have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.</p> <p>(b) Math action teams worked with educational services to develop curriculum maps and instructional guides for mathematics (grades 6-integrated III) that are aligned with CCSS and SBAC assessment targets. The instructional guides have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.</p> <p>(c) Supplemental resources for providing integrated and designated ELD to English learners in core areas were researched by a team from the Educational Services department. The team is waiting for more publishers to release materials before moving forward with any potential adoption/pilot.</p> <p>(d) Teachers, supported by administrators, participated in weekly, collaborative PLCs that focus 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 is documented in PLC agendas and minutes, and other relevant artifacts.</p>	
<p>Scope of LEA-wide Service</p> <p>_ All</p>		<p>Scope of LEA-wide Service</p> <p>_ All</p>	

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.2 - Best First Instruction</p> <p>(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</p> <p>(b) All teachers will provide integrated and designated ELD to English learners. At the secondary schools, additional sections will be allocated to provide targeted ELD instruction to English learners beyond their mainstream core classes. The additional sections for the targeted ELD are well below the general staffing ratio of 36:1.</p>	<p>See funding Goal 1, Action 1.2 (Page 13)</p> <p>Additional sections for targeted ELD at secondary schools Supplemental \$216,000</p>	<p>2.2 - Best First Instruction</p> <p>(a) All teachers are expected to utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards.</p> <p>(b) All teachers provide integrated and designated ELD to English learners. At the secondary schools, additional sections were allocated to provide targeted ELD instruction to English learners beyond their mainstream core classes. The additional sections ensured that the class sizes for the targeted ELD were well below the general staffing ratio of 36:1.</p> <p>(c) Administrators conducted informal "walkthrough" observations monthly. Additionally, during Elementary Admin PLCs, principals and educational services staff conducted "walkthroughs." Teachers did not formally participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school to better support English learners. This will, however, continue to be a plan/goal moving forward.</p> <p>(d) Teachers, supported by administrators, participated in weekly, collaborative PLCs that focused on best first instruction to support English</p>	<p>See funding Goal 1, Action 1.2 (Page 80)</p> <p>Additional sections for targeted ELD at secondary schools Supplemental \$218,773</p>

<p>(c) Teachers and administrators will participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school to better support English learners.</p>		<p>learners in meeting or exceeding specified language targets. Evidence of this work is documented in PLC agendas and minutes, and other relevant artifacts.</p>	
<p>(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best 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.</p>		<p>(e) Pursuant to Education Code section 44258.9, all teachers were fully credentialed in the subject areas and for the pupils they are teaching.</p>	
<p>(e) Pursuant to Education Code section 44258.9, all teachers will be fully credentialed in the subject areas and for the pupils they are teaching.</p>		<p>learners in meeting or exceeding specified language targets. Evidence of this work is documented in PLC agendas and minutes, and other relevant artifacts.</p>	
<p>Scope of Service</p> <p>LEA-wide</p> <p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>2.3 - Progress Monitoring</p> <p>(a) English language arts and math action teams will work with educational services to develop and administer common district benchmark assessments (at least two per grade</p>	<p>Scope of Service</p> <p>LEA-wide</p> <p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>2.3 - Progress Monitoring</p> <p>(a) The ELA/ELD and Math TOSAs worked with educational services to develop and administer common district benchmark assessments. Although all assessments were developed, they</p>

<p>level or course) 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.</p> <p>(b) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student (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, EADMS, and other relevant artifacts.</p> <p>(c) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to monitor English learners' progress toward meeting learning/language targets.</p>		<p>were only administered once in grades 1-5. Additionally, LHS administered SBAC interim assessments in math to grade 11 students. We will be fulfilling implementing benchmark assessments in the 2016-2017 school year.</p> <p>(b) Teachers, supported by administrators, participated in weekly, collaborative PLCs to develop common formative assessments. Evidence of this work is documented in PLC agendas and minutes, EADMS, and other relevant artifacts.</p> <p>(c) The director of supplemental programs & accountability worked closely with site administration to monitor English learners' progress toward meeting learning/language targets.</p>	
<p>Scope of Service</p> <p>LEA-wide</p> <p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) </p>		<p>Scope of Service</p> <p>LEA-wide</p> <p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) </p>	

2.4 - Interventions	See funding Goal 1, Action 1.4 (Page 15)	2.4 - Interventions	See funding Goal 1, Action 1.4 (Page 83)
<p>(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, EADMS, and other relevant artifacts.</p> <p>(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.</p> <p>(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.</p> <p>(d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention</p>		<p>(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 is documented in PLC agendas and minutes, EADMS, and other relevant artifacts.</p> <p>(b) While some initial steps were made regarding the development of a district-wide English learner master plan (e.g. - developing some district-wide policies and procedures related to monitoring the English learner program), a full master plan has yet to be created. A full English learner master plan should be in place by June, 2017.</p> <p>(c) Intervention support staff were provided to schools to work with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.</p> <p>(d) The director of supplemental programs & accountability worked closely with site administration to ensure that proper intervention services were being provided for all English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.</p>	

services are being provided for all English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.						
<table><tr><th>Scope of Service</th><th>LEA-wide</th></tr><tr><td colspan="2"><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</td></tr></table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
Scope of Service	LEA-wide					
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)						
2.5 - Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and designated ELD to English learners in their respective curricular areas. (b) 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. (c) 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	See funding Goal 1, Action 1.5 (Page 15)					
<table><tr><th>Scope of Service</th><th>LEA-wide</th></tr><tr><td colspan="2"><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</td></tr></table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
Scope of Service	LEA-wide					
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)						
2.5 - Professional Development & Collaboration (a) Core teachers received English language development training to support their understanding of and ability to teach integrated ELD to English learners in their respective curricular areas. There is still a need to provide training on how to teach designated ELD. (b) Teacher, support staff and administrators were provided opportunities to participate in other, relevant professional developments to support English learners' language attainment and academic achievement. For example, a large district team, composed of teachers, parents, administrators, and classified staff, attended the CABE (California Association for Bilingual Educators) conference in March, 2016.	See funding Goal 1, Action 1.5 (Page 84)					

<p>wanting or needing additional supports.</p> <p>(d) Action teams will meet throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure English learners adequately progress toward language proficiency.</p> <p>(e) 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, EADMS, and other relevant artifacts.</p>		<p>(c) Educational services contracted with GLAD to provide refresher training for teachers. Additionally, instructional coaching was provided to teachers wanting or needing additional supports.</p> <p>(d) Action teams met throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure English learners adequately progress toward language proficiency.</p> <p>(e) 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 in documented in PLC agendas and minutes, and other relevant artifacts.</p>	
<p>Scope of Service</p> <p>LEA-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.6 - Direct School Site Allocations</p> <p>(a) School sites will receive supplemental and base funding to provide additional supports for</p>	<p>See funding Goal 1, Action 1.6 (Page 16)</p>	<p>2.6 - Direct School Site Allocations</p> <p>(a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and</p>	<p>See funding Goal 1, Action 1.6 (Page 86)</p>

<p>teachers, support staff, and English learners that are aligned with Goal 2.</p> <p>(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.</p>		<p>English learners that align with Goal 2.</p> <p>(b) School sites developed a School Site Plan that outlines how their supplemental funding will be used to support Goal 2. Those plans were formally approved by parent groups and by the school board.</p>	
<p>Scope of LEA-wide Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of LEA-wide Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.7 - Indirect Costs</p> <p>(a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 2.</p>	<p>See funding Goal 1, Action 1.7 (Page 17)</p>	<p>2.7 - Indirect Costs</p> <p>(a) Indirect costs were taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 2.</p>	<p>See funding Goal 1, Action 1.7 (Page 87)</p>
<p>Scope of LEA-wide Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of LEA-wide Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be</p>	<p>Although we met some of the expected measurable outcomes for Goal #2, we still have much work to do in this area. Additionally, we are awaiting further data to determine where we stand in meeting all our expected measurable outcomes.</p>		

made as a result of reviewing past progress and/or changes to goals?

Given that our ability to measure success in implementing the actions associated with Goal #2 is still in the infancy stage, minimal changes will be made to our actions, services and expenditures moving into the 2016-2017 school year. We feel strongly that how we are allocating our resources and the work we are doing will yield us positive student outcomes in the years to come. We did almost everything we said we would do in 2015-2016; our plan for moving forward (or not) with things we did not do is stated above in the annual update narrative for Goal #2. For 2016-2017, we will be hiring two teachers on special assignment for English learner services and anticipate that their support will yield us excellent progress in 2016-2017 toward meeting Goal #2.

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

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

Original GOAL 3 from prior year LCAP:	All students will graduate from high school college and career ready.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Glen Edwards and Twelve Bridges Middle Schools and Lincoln and Phoenix High Schools Applicable Pupil Subgroups: All Students and Significant Subgroups		
Expected Annual Measurable Outcomes:	1. The district's cohort graduation rate will increase 2% 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 students (and significant subgroups) are scoring 3 or better on AP exams (in all AP courses). 4. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one AP (or college equivalent) course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one AP (or college equivalent) course. 5. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one capstone CTE course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one capstone CTE 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 10 who pass the CAHSEE in ELA and math will increase 1% annually until 100% of students in grade 10 pass the CAHSEE in ELA and math.	Actual Annual Measurable Outcomes:	1. The district's cohort graduation rate for the 2013-2014 school year (this data always runs one year behind) was 87%. In order to determine if a 2% increase was obtained for all students (and significant subgroups) from 2013-2014 to 2014-2015, we will need to wait until the 2015 cohort graduation rate is released. 2. 43.5% of graduates met A-G requirements in 2014-2015. In order to determine if a 3% increase occurred in 2015-2016, we will need to wait until the end of the school year. 3. 53% of all AP students scored a 3 or better on AP Exams (in all AP courses) in the 2014-2015 school year. In order to determine if a 5% increase was obtained in this area, we will need to wait until the AP exam results are released for the 2015-2016 school year. 4. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one AP (or college equivalent) course were as follows: <div style="display: flex; justify-content: space-between;"> <div> 2014-15 Hispanic/Latino 19% (94/488) White 18% (163/919) (250/988) English learners (1/101) SWD (1/186) </div> <div> 2015-16 47% (208/441) 25% less than 1% (1/97) less than 1% </div> </div> We met our outcome with our Hispanic/Latino and White subgroups. We did not meet this outcome with our English learner or SWD (students with disabilities) subgroups. We do not have this data for our socioeconomically disadvantaged subgroup.

5. The percentage of all (unduplicated) high school students who received a "C" or better in at least one capstone CTE course were as follows:

2014-15	2015-16	
Hispanic/Latino (270/441)	33% (164/488)	61%
White (173/988)	18% (166/919)	17%
English learners (25/186)	24% (24/97)	7% (7/101)
SWD (25/186)	32% (53/163)	13%

We met our outcome with our Hispanic/Latino subgroup. We did not meet this outcome with our White, English learner, or SWD (students with disabilities) subgroups. We do not have this data for our socioeconomically disadvantaged subgroup.

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 order to determine if a 5% increase was obtained in this area, we will need to wait until the EAP results are released for the 2015-2016 school year.

7. The CAHSEE was suspended for the 2015-2016 school year, so there is no data in this area. Given the suspension, this will no longer be a metric used to assess Goal #3.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 - College Readiness		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.	Additional sections for AVID at secondary schools Supplemental \$213,300 AVID Membership, Supplies & Professional Development Supplemental \$35,000 Counselors Supplemental \$188,000	(a) Site and District Administration are committed to rewriting and implementing A-G graduation requirements. However, this has not been completed to date. It will continue to be a plan to support Goal #3.	Additional sections for AVID at secondary schools Supplemental \$181,378 AVID Membership, Supplies & Professional Development Supplemental \$56,067 Counselors Supplemental \$225,697
(b) The AVID program will be implemented and supported at all school sites. Additional sections will be provided to the secondary schools to allow for smaller class sizes in		(b) The AVID program is fully implemented and supported at all school sites. Additional sections have been provided to the secondary schools to both increase access to the AVID	

<p>AVID.</p> <p>(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.</p> <p>(d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support college readiness and credit toward an associates/bachelors degree.</p> <p>(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.</p>		<p>program and allow for smaller class sizes. There was more training needed throughout the year than anticipated, which resulted in expenditures beyond what was budgeted.</p> <p>(c) 2 Counselors were hired to support the middle schools and the continuation high school. An additional counselor will be hired to support the high school in 2016-2017. Furthermore, a college and career specialist will be hired to support Goal #3 in 2017-2018. Salary increases in 2015-2016 and the staff hired caused the expenditures to be higher than budgeted for.</p> <p>(d) WPUSD met with Sierra College in an effort to implement dual enrollment for core academics. This is still in the works but nothing has come to fruition yet.</p> <p>(e) Seniors who were not deemed college ready, as measured by the grade 11 EAP, were placed in EAP math and/or ERWC English.</p>	
<p>Scope of Service</p> <p>School-wide (All Secondary Schools)</p>		<p>Scope of Service</p> <p>School-wide (All Secondary Schools)</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.2 - Career Readiness</p>	<p>Counselors (see funding Goal 3,</p>	<p>3.2 - Career Readiness</p>	<p>Counselors (see funding Goal 3,</p>

<p>(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.</p> <p>(b) Five, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, and Information Communication Technology) at LHS will be fully implemented and supported.</p> <p>(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.</p> <p>(d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support career readiness and credit toward industry certification.</p> <p>(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.</p> <p>(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.</p>	<p>Action 3.1 - page 42)</p> <p>CRANE CCPT Grant for Engineering and Bio-medical California Career Pathways Trust \$60,000</p> <p>WPUSD CCPT Grant for Ag California Career Pathways Trust \$2,200,000</p> <p>Carl D. Perkins Grant for CTE Carl D. Perkins Career and Technical Education \$45,000</p>	<p>(a) Site and District Administration are committed to rewriting and implementing A-G graduation requirements that include the provision that CTE may be taken in lieu of fine arts for A-G eligibility. However, this has not been completed to date. It will continue to be a plan to support Goal #3.</p> <p>(b) Five, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, and Information Communication Technology) at LHS are fully implemented and supported.</p> <p>(c) 2 Counselors were hired to support the middle schools and the continuation high school. An additional counselor will be hired to support the high school in 2016-2017. Furthermore, a college and career specialist will be hired to support Goal #3 in 2017-2018. Lastly, through the CCPT AG Grant, we have a career counselor working with students in the AG Pathway.</p> <p>(d) WPUSD met with Sierra College in an effort to implement dual enrollment for CTE courses. We were successful in implementing ICT and Power Mechanics. We are still working to add more courses to the list.</p> <p>(e) WPUSD's two CCPT Grants (one for Ag and the other for Engineering and Bio-medical) continue to be implemented to support college and career readiness of students. The expenditures are less than budgeted because there was a delay in construction at the Farm.</p>	<p>Action 3.1 - page 100)</p> <p>CRANE CCPT Grant for Engineering and Bio-medical California Career Pathways Trust \$60,000</p> <p>WPUSD CCPT Grant for Ag California Career Pathways Trust \$687,540</p> <p>Carl D. Perkins Grant for CTE Carl D. Perkins Career and Technical Education \$40,404</p>
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		(f) WPUUSD continues to implement programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students.	
<p>Scope of Service School-wide (All Secondary Schools)</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide (All Secondary Schools)</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.3 - Interventions</p> <p>(a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation.</p> <p>(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.</p> <p>(c) Additional sections will be provided for CAHSEE interventions to ensure students who did not pass CAHSEE math and/or English receive targeted intervention supports to prepare them to pass on subsequent attempts.</p> <p>(d) 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</p>	<p>See funding Goal 1, Action 1.4 - See Page 15</p> <p>Summer School Supplemental \$50,000</p> <p>Additional sections for CAHSEE interventions Supplemental \$15,300</p> <p>Online Credit Recovery Program Supplemental \$50,000</p> <p>Additional sections for online credit recovery Supplemental \$90,000</p>	<p>3.3 - Interventions</p> <p>(a) Summer school was provided for students not obtaining adequate grades/credits toward graduation.</p> <p>(b) As of January 2016, 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. To date (April 6, 2016), more than 10 students have completed at least 5 credits and we anticipate many more before the end of the 2015-2016 school year.</p> <p>(c) No additional sections were provided for CAHSEE interventions due to the suspension of the CAHSEE for the 2015-2016 school year going forward.</p> <p>(d) Intervention support staff has been provided to schools to work with</p>	<p>See funding Goal 1, Action 1.4 - See Page 83</p> <p>Summer School Supplemental \$59,446</p> <p>Additional sections for CAHSEE interventions Supplemental \$0</p> <p>Online Credit Recovery Program Supplemental \$47,203</p> <p>Additional sections for online credit recovery Supplemental \$51,567</p>

will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.		students not making adequate progress toward meeting college and career readiness. Such support staff included instructional aides, counselors, psychologists, behaviorists, and tutors.	
<p>Scope of School-wide (All Service Secondary Schools)</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Designated At-risk</p>		<p>Scope of School-wide (All Service Secondary Schools)</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Designated At-risk</p>	
<p>3.4 - Professional Development & Collaboration</p> <p>(a) Teachers will be provided AVID, AP, CTE, and other relevant training and coaching to support students' college and career readiness.</p>	See funding Goal 1, Action 1.5 - See Page 15	<p>3.4 - Professional Development & Collaboration</p> <p>(a) Teachers were provided AVID, AP, CTE, and other relevant training and coaching to support students' college and career readiness.</p>	See funding Goal 1, Action 1.5 - See Page 84
<p>Scope of School-wide (All Service Secondary Schools)</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of School-wide (All Service Secondary Schools)</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
3.5 - Direct School Site Allocations	See Goal 1, Action 1.6 - See Page	3.5 Direct School Site Allocations	See Goal 1, Action 1.6 - See Page 86

<p>(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.</p> <p>(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.</p>	16	<p>(a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that align with Goal 3.</p> <p>(b) School sites developed a School Site Plan that outlines how their supplemental funding was used to support Goal 3. Those plans were formally approved by parent groups and by the school board.</p>	
<p>Scope of <input checked="" type="checkbox"/> School-wide (All Service) <input type="checkbox"/> Secondary Schools)</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of <input checked="" type="checkbox"/> School-wide (All Service) <input type="checkbox"/> Secondary Schools)</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.6 - Indirect Costs</p> <p>(a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 3.</p>	<p>See funding Goal 1, Action 1.7 - See Page 17</p>	<p>3.6 Indirect Costs</p> <p>(a) Indirect costs were taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 3.</p>	<p>See funding Goal 1, Action 1.7 - See Page 87</p>
<p>Scope of <input type="checkbox"/> LEA-wide Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of <input type="checkbox"/> LEA-wide Service</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Although we met some of the expected measurable outcomes for Goal #3, we still have much work to do in this area. Additionally, we are awaiting further data to determine where we stand in meeting all our expected measurable outcomes. Given that our ability to measure success in implementing the actions associated with Goal #3 is still in the infancy stage, minimal changes will be made to our actions, services and expenditures moving into the 2016-2017 school year. We feel strongly that how we are allocating our resources and the work we are doing will yield us positive student outcomes in the years to come. We did almost everything we said we would do in 2015-2016; our plan for moving forward (or not) with things we did not do is stated above in the annual update narrative for Goal #3. For 2016-2017, we will be enhancing our AVID program, counseling supports, and CTE programs. We will adding a teacher on special assignment for STEM/CTE and anticipate his/her support to improve our abilities to attain better student outcomes for college and career readiness.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 4 from prior year LCAP:	All students will be safe and actively engaged at school.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>
			COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>
			Local : Specify
Goal Applies to:	Schools: All	All Students and Significant Subgroups	
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	<p>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.</p> <p>2. The district's truancy rate will decrease by 0.1% annually until 2% is obtained.</p> <p>3. The district's cohort dropout rate will decrease by 0.2% annually until 0% is obtained.</p> <p>4. Total suspensions will decrease by 30 annually until total suspensions are less than 300.</p> <p>5. Total expulsions will decrease by 2 annually until total expulsions are 0.</p> <p>6. Baseline data regarding students' hope, engagement and well-being, as measured by Gallup Student Poll, will be established.</p>		Actual Annual Measurable Outcomes:
	<p>1. Last year, our district's average daily attendance was 95.61%. This year, our average daily attendance is 95.57%. We did not meet our goal. However, First Street School, Sheridan Elementary School, and Twelve Bridges Middle School have increased their average daily attendance by 0.2% or higher since the 2014-2015 school year.</p> <p>2. The district's truancy rate was 8.9% for 2014-2015. In order to determine if our truancy rate will decrease by at least 0.1%, we need to wait until the end of the 2015-2016 school year.</p> <p>3. The district's cohort dropout rate for the 2013-2014 school year (this data always runs one year behind) was 7.7%. In order to determine if a 0.2% decrease was obtained for all students (and significant subgroups) from 2013-2014 to 2014-2015, we will need to wait until the 2015 cohort graduation rate is released.</p> <p>4. From the 2013-2014 school year to the 2014-2015 school year, total suspensions decreased by 45 (321 total). In order to determine if our suspensions will drop below 300, we will need to wait until end of the 2015-2016 school year. We appear on track to meet this goal.</p> <p>5. From the 2013-2014 school year to the 2014-2015 school year, total expulsions decreased by 8 to 0. So far in the 2015-2016 school year, we have 1 expulsion, so we have not met our goal of 0.</p> <p>6. The Gallup Student Poll was not conducted, however the California Healthy Kids Survey was and the baseline results are as follows:</p>		<p>Grade 5 Grade 7 Grade 9 Grade 11</p> <p>Most/All Feel Safe At School 61% 65% 81%</p> <p>76%</p>

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures	Estimated Actual Annual Expenditures		
<p>4.1 - Youth Development</p> <p>(a) Teachers, support staff, and administrators will participate in a 4-day youth development institute.</p> <p>(b) School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.</p> <p>(c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.</p>	<p>Professional Development & Collaboration - See funding Goal 1, Action 1.5 - See Page 15</p>	<p>4.1 - Youth Development</p> <p>(a) Approximately 125 teachers, support staff, and administrators participated in a 4-day youth development institute.</p> <p>(b) School sites developed plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.</p> <p>(c) Coaching and other supports were provided to sites to ensure their success in implementing the youth development supports and opportunities.</p>	<p>Professional Development & Collaboration - See funding Goal 1, Action 1.5 - See Page 84</p>
<p>Scope of Service</p> <p>LEA-wide</p>		<p>Scope of Service</p> <p>LEA-wide</p>	
<p>X All</p> <p>OR:</p> <p>Low Income pupils</p>		<p>X All</p> <p>OR:</p> <p>Low Income pupils</p>	

Most/All Feel Adults on Campus Care 97%

94% 91% 88%

Most/All Feel Listened To 80%

78% 67% 72%

Most/All Feel Students Are Treated Fairly 63%

76% 63% 58%

Most/All Feel Teachers Have High Expectations 96%

96% 91% 92%

Most/All Participate Meaningfully In School Activities 90%

70% 64% 58%

Most/All Are Academically Motivated 88%

90% 80% 71%

<ul style="list-style-type: none"> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) 		<ul style="list-style-type: none"> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) 	
<p>4.2 - PBIS</p> <p>(a) School sites will continue to receive training and support to implement the PBIS framework.</p> <p>(b) A behavior/mental health counselor will be provided to support the PBIS schools.</p> <p>(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.</p>	<p>Professional Development & Collaboration - See funding Goal 1, Action 1.5 - See Page 15</p> <p>Behavior/Mental Health Counselor - Medi-Cal (\$45,000) & Mental Health Funds (\$45,000) Other \$90,000</p> <p>District Resource Officer Supplemental \$116,000</p>	<p>4.2 - PBIS</p> <p>(a) School sites continue to receive training and support to implement the PBIS framework.</p> <p>(b) A behavior/mental health counselor, hired in March 2016, has been provided to support the PBIS schools.</p> <p>(c) A district resource officer has been provided to support school sites in preventing truancy and defiant behavior. The resource officer conducts home visits, implements prevention programs to deter high risk behaviors, and provides intervention supports to at-risk students and their families.</p>	<p>Professional Development & Collaboration - See funding Goal 1, Action 1.5 - See Page 84</p> <p>Behavior/Mental Health Counselor - Mental Health Funds Other \$77,489</p> <p>District Resource Officer Supplemental \$116,000</p>
<p>Scope of Service School-wide (TBE, COES, CCC, SES and LHS)</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) 		<p>Scope of Service School-wide (TBE, COES, CCC, SES and LHS)</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) 	
<p>4.3 - Love & Logic</p> <p>(a) Teachers, support staff, and administrators will be provided Love &</p>	<p>Professional Development & Collaboration - See funding Goal 1, Action 1.5 - See Page 15</p>	<p>4.3 - Love & Logic</p> <p>(a) Teachers, support staff, and administrators were provided Love &</p>	<p>Professional Development & Collaboration - See funding Goal 1, Action 1.5 - See Page 84</p>

<p>Logic training.</p> <p>(b) Elementary schools will develop a system of accountability to ensure that the strategies of Love & Logic are being utilized in classrooms and throughout the schools.</p> <p>(c) Coaching and other supports will be provided to sites to ensure their success in implementing Love & Logic strategies.</p>		<p>Logic training.</p> <p>(b) Elementary schools developed a system of accountability to ensure that the strategies of Love & Logic are being utilized in classrooms and throughout the schools.</p> <p>(c) Coaching and other supports are provided to sites to ensure their success in implementing Love & Logic strategies.</p>	
<p>Scope of Service School-wide (All Elementary Schools)</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide (All Elementary Schools)</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.4 - Each One, Reach One</p> <p>(a) Secondary schools will receive training and support from Kevin Bracy, founder of Each One, Reach One to support a positive school culture and climate and interactions among students.</p> <p>(b) Secondary schools will develop a plan to implement the Each One, Reach One program at their sites.</p> <p>(c) Coaching and other supports will be provided to sites to ensure their success in implementing their plan.</p>	<p>Professional Development & Collaboration - See funding Goal 1, Action 1.5 - See Page 15</p>	<p>4.4 - Each One, Reach One</p> <p>It was determined after the LCAP was developed that we would not utilize Kevin Bracy's services through Each One, Reach One. We felt that the support schools are receiving from Youth Development Training, etc. was sufficient enough at this point.</p>	<p>Professional Development & Collaboration - See funding Goal 1, Action 1.5 - See Page 84</p>

<p>Scope of Service</p> <p>School-wide (All Secondary Schools)</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>School-wide (All Secondary Schools)</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.5 - Direct School Site Allocations</p> <p>(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.</p> <p>(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.</p>	See funding Goal 1, Action 1.6 - See Page 16	<p>4.5 - Direct School Site Allocations</p> <p>(a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that align with Goal 4.</p> <p>(b) School sites developed a School Site Plan that outlines how their supplemental funding will be used to support Goal 4. Those plans were formally approved by parent groups and by the school board.</p>	See funding Goal 1, Action 1.6 - See Page 86
<p>Scope of Service</p> <p>LEA-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.6 - Transportation</p> <p>(a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.</p>	Transportation Supplemental \$59,000	<p>4.6 - Transportation</p> <p>(a) Transportation was provided to unduplicated students at no charge to ensure they got to school daily.</p>	Transportation Supplemental \$59,000

Scope of LEA-wide Service _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of All Service _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 4.	See funding Goal 1, Action 1.7 - See Page 17	4.7 - Indirect Costs (a) Indirect costs were taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 4.	See funding Goal 1, Action 1.7 - See Page 87
Scope of LEA-wide Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of LEA-wide Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are still awaiting further data to determine where we stand in meeting all our expected measurable outcomes for Goal #4. Given that our ability to measure success in implementing the actions associated with Goal #4 is still in the infancy stage, minimal changes will be made to our actions, services and expenditures moving into the 2016-2017 school year. We feel strongly that how we are allocating our resources and the work we are doing will yield us positive student outcomes in the years to come. We did almost everything we said we would do in 2015-2016; our plan for moving forward (or not) with things we did not do is stated above in annual update narrative for Goal #4. For 2016-2017, we will be providing enhanced behavioral and mental health services to schools and students with the recent addition of our mental health specialist. It was clearly articulated by stakeholders that more behavioral and mental health supports were needed to ensure our students safety and well-being.		

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

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

Original GOAL 5 from prior year LCAP.	All students will receive instruction in up-to-date and well-maintained environments.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	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. A district standard for technology in schools and classrooms will be developed. 4. A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed. 5. Improvements to technology and facilities, in accordance with the Measure A school bond, will be made to Lincoln High School.		Actual Annual Measurable Outcomes:	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. A district standard for technology in schools and classrooms has been developed. 4. The plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard is still in development. 5. Some improvements to technology and facilities, in accordance with the Measure A school bond, have been made to Lincoln High School. Additional construction is set to begin in the summer of 2016.
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
5.1 - Technology	Budgeted Expenditures	5.1 - Technology	Estimated Actual Annual Expenditures	
(a) A district standard for technology in schools and classrooms will be developed.	Technology Budget - Computer Replacement Base \$300,000	(a) A district standard for technology in schools and classrooms has been developed.	Technology Budget - Computer Replacement Base \$296,580	
(b) A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed.		(b) The plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard is still in development.		
(c) Technologies will be updated,				

replaced, or added in order of priority.		(c) Technologies are updated, replaced, or added in order of priority.	
Scope of Service ALL X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)		Scope of Service ALL X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	
5.2 - Maintenance (a) Additional custodians will be added to the existing staffing to ensure that internal facilities are being well maintained. (b) Additional grounds workers will be added to the existing staffing to ensure that external facilities are being well maintained.	Routine Repair & Maintenance Program Base \$1,606,000 Maintenance, Operations & Custodial Services Program Base \$1,615,000	5.2 - Maintenance (a) Additional custodians were added to the existing staffing to ensure that internal facilities are being well maintained. (b) Additional grounds workers were added to the existing staffing to ensure that external facilities are being well maintained.	Routine Repair & Maintenance Program Base \$1,877,987 Maintenance, Operations & Custodial Services Program Base \$1,729,213
Scope of Service ALL X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)		Scope of Service ALL X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	
5.3 - Measure A School Bond (a) Improvements to technology and	Measure A Bond (\$30 million bond, \$10 million allocated to LHS) Locally Defined \$10,000,000	5.3 - Measure A School Bond (a) Some improvements to technology	Measure A Bond (\$30 million bond, \$10 million allocated to LHS) Locally Defined \$4,436,970

facilities at LHS will be made in accordance with the Measure A Bond.		and facilities, in accordance with the Measure A school bond, have been made to Lincoln High School. Additional construction is set to begin in the summer of 2016. The expenditures were less than budgeted due to late implementation of construction.	
<p>Scope of Service</p> <p>Lincoln High School</p>		<p>Scope of Service</p> <p>Lincoln High School</p>	
<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated Fluent English proficient</p> <p>Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated Fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	
<p>5.4 - Direct School Site Allocations</p> <p>(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.</p> <p>(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.</p>	<p>See funding Goal 1, Action 1.6 - See Page 16</p>	<p>5.4 - Direct School Site Allocations</p> <p>(a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that align with Goal 5.</p> <p>(b) School sites developed a School Site Plan that outlines how their supplemental funding was used to support Goal 5. Those plans were formally approved by parent groups and by the school board.</p>	<p>See funding Goal 1, Action 1.6 - See Page 86</p>
<p>Scope of Service</p> <p>LEA-wide</p>		<p>Scope of Service</p> <p>LEA-wide</p>	
<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated Fluent English</p>		<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated Fluent English proficient</p>	

proficient – Other Subgroups: (Specify)		– Other Subgroups: (Specify)	
5.5 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 5.	See funding Goal 1, Action 1.7 - See Page 17	5.5 - Indirect Costs (a) Indirect costs were taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 5.	See funding Goal 1, Action 1.7 - See Page 87
Scope of LEA-wide Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of LEA-wide Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are in good standing with Goal #5. We still need to enhance educational technologies throughout the district, but intend for this to continue to be a priority moving forward. We will begin allocating additional funds to deferred maintenance to support our future facility improvement needs. We are moving forward with improvements to LHS in accordance with the Measure A Bond funds we received. We feel strongly that how we are allocating our resources and the work we are doing to maintain and improve our facilities will support the academic success and the physical/emotional well-being of our students. We did almost everything we said we would do in 2015-2016; our plan for moving forward (or not) with things we did not do is stated above in annual update narrative for Goal #5.		

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

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

Original GOAL 6 from prior year LCAP.	All parents will be actively engaged in their child's learning and school community.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1. A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be developed. 2. A system for collecting data regarding parent involvement will be developed for each of the 6 types of parent involvement. 3. Baseline data for parent usage of Schoology and JupiterEd will be collected.		Actual Annual Measurable Outcomes:	1. A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, has not yet been developed. 2. A system for collecting data regarding parent involvement has not yet been developed for each of the 6 types of parent involvement. 3. Schoology is our secondary learning management system. It has had 657,000 visits since the start of the school year, 448,000 visits via computer and 209,000 visits from mobile devices. There are presently 7000 Schoology users, most of which are parents. JupiterEd is our elementary learning management system. The families of 593 families have logins to JupiterEd, and families average logging in once per week. JupiterEd is utilized more heavily at the intermediate grades.
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
6.1 - Parent Education	Parent/Continuing Education Title I \$10,000	(a) A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, has not yet been developed.	(b) All parents who participate in continuing education classes have their initial enrollment and ongoing attendance recorded in our Student Information System (AERIES).	Parent/Continuing Education Title I \$10,000
(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.				

		<p>(c) Parent education continues to be provided via continuing education classes. In the 2015-2016 school year, the following classes were offered: English as a Second Language (ESL), Latino Literacy, GED, and Computer Literacy.</p>	
<p>Scope of Service ALL</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service ALL</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.2 - Two-way Communication</p> <p>(a) A comprehensive district parent involvement plan, including tenets for two-way communication, will be developed.</p> <p>(b) A system for collecting data around all two-way communication will be developed.</p> <p>(c) Schoology/Turnitin at the secondary schools and JupiterEd at the elementary schools will be provided to support parents in accessing student learning information online and in communicating with teachers and administration.</p> <p>(d) Data regarding parent use of Schoology and/or JupiterEd will be collected.</p>	<p>Schoology/Turnitin/JupiterEd Supplemental \$52,236</p>	<p>6.2 - Two-way Communication</p> <p>(a) A comprehensive district parent involvement plan, including tenets for two-way communication, has not yet been developed.</p> <p>(b) A system for collecting data around all two-way communication has not yet been developed.</p> <p>(c) Schoology/Turnitin at the secondary schools and JupiterEd at the elementary schools is provided to support parents in accessing student learning information online and in communicating with teachers and administration.</p> <p>(d) Data regarding parent use of Schoology and/or JupiterEd has been collected.</p>	<p>Schoology/Turnitin/JupiterEd Supplemental \$56,716</p>

<p>Scope of Service</p> <p>LEA-wide</p>		<p>Scope of Service</p> <p>LEA-wide</p>	
<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	
<p>6.3 - Parent Volunteers</p> <p>(a) A comprehensive district parent involvement plan, including tenets for parent volunteers, will be developed.</p> <p>(b) A system for collecting data around parent volunteers will be developed.</p> <p>(c) Schools will solicit parent volunteers to support student learning and school projects.</p>	<p>No Additional Cost - Included in Base</p>	<p>6.3 - Parent Volunteers</p> <p>(a) A comprehensive district parent involvement plan, including tenets for parent volunteers, has yet to be developed.</p> <p>(b) A system for collecting data around parent volunteers has not yet been developed.</p> <p>(c) Schools solicit parent volunteers to support student learning and school projects.</p>	<p>No Expenditures</p>
<p>Scope of Service</p> <p>ALL</p> <p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>ALL</p> <p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	
<p>6.4 - Learning at Home</p>	<p>Schoolology/Turnitin/Jupiter Ed - See funding Goal 6, Action 6.2 - See</p>	<p>6.4 - Learning at Home</p>	<p>Schoolology/Turnitin/Jupiter Ed - See funding Goal 6, Action 6.2 - See Page</p>

<p>(a) A comprehensive district parent involvement plan, including tenets for learning at home, will be developed.</p> <p>(b) A system for collecting data around learning at home will be developed.</p> <p>(c) Teachers will utilize Schoology/Turnitin/JupiterEd to promote learning at home. Additionally, they will provide parents with resources to support learning at home.</p>	Page 65	<p>(a) A comprehensive district parent involvement plan, including tenets for learning at home, has yet to be developed.</p> <p>(b) A system for collecting data around learning at home has not yet been developed.</p> <p>(c) Teachers utilize Schoology/Turnitin/JupiterEd to promote learning at home. Additionally, they will provide parents with resources to support learning at home.</p>	119
<p>Scope of LEA-wide Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of LEA-wide Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.5 - Collaborative Decision Making</p> <p>(a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, will be developed.</p> <p>(b) A system for collecting data around collaborative decision making will be developed.</p> <p>(c) District and site administrators will actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc.</p>	<p>No Additional Cost - Included in Base</p>	<p>6.5 - Collaborative Decision Making</p> <p>(a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, has yet to be developed.</p> <p>(b) A system for collecting data around collaborative decision making has not yet been developed.</p> <p>(c) District and site administrators actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc.</p>	No Expenditures

Scope of Service ALL		Scope of Service ALL	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	No Additional Cost - Included in Base	6.6 - Community Involvement (a) A comprehensive district parent involvement plan, including tenets for community involvement, has yet to be developed. (b) A system for collecting data around community involvement has not yet been 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.	No Expenditures
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
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.	See funding Goal 1, Action 1.6 - See Page 16	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 align with Goal 6. (b) School sites developed a School Site Plan that outlines how their supplemental funding was used to support Goal 6. Those plans were formally approved by parent groups and by the school board.	See funding Goal 1, Action 1.6 - See Page 86
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.8 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 6.	See funding Goal 1, Action 1.7 - See Page 17	6.8 Indirect Costs (a) Indirect costs were taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 6.	See funding Goal 1, Action 1.7 - See Page 87
Scope of Service LEA-wide X All OR: _ Low Income pupils		Scope of Service LEA-wide X All OR: _ Low Income pupils	

English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was not given the attention this year that it deserved. We did not complete a parent involvement plan, nor did we adequately compile data regarding the levels of parent involvement related to each of the six components of parent involvement. Stakeholders agree that we need to make this goal a priority in 2016-2017 and complete the work we said we were going to do. To support the critical work of engaging our families and community, we will be hiring three (3) bilingual parent/school/community liaisons to assist with our efforts. Our unduplicated population will be the priority for our liaisons as they work with the District to engage our families.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$3,229,859
<p>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.</p>	
<p>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 unduplicated 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.</p>	
<p>Leadership</p>	
<p>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 Leithwood 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.</p>	

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, WPUUSD 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, WPUUSD 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 framework, 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.

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

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

6.51	%
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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 unduplicated 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.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	47,955,769.0 0	40,339,697.9 9	49,636,604.0 0	49,770,800.0 0	49,654,691.0 0	149,062,095. 00
Agriculture Incentive Grant	0.00	0.00	12,395.00	12,395.00	12,395.00	37,185.00
Base	32,644,000.0 0	31,970,818.9 9	34,772,974.0 0	34,922,974.0 0	34,922,974.0 0	104,618,922. 00
California Career Pathways Trust	2,260,000.00	747,540.00	725,723.00	0.00	0.00	725,723.00
Career Technical Education Incentive Grant (CTEIG)	0.00	0.00	181,409.00	371,116.00	247,410.00	799,935.00
Carl D. Perkins Career and Technical Education	45,000.00	40,404.00	43,300.00	43,300.00	43,300.00	129,900.00
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Educator Effectiveness Fund (EEF)	0.00	0.00	0.00	80,000.00	0.00	80,000.00
Locally Defined	10,000,000.0 0	4,436,970.00	0.00	0.00	0.00	0.00
Lottery	377,000.00	351,862.00	432,944.00	432,944.00	432,944.00	1,298,832.00
Mental Health Funds	0.00	0.00	228,000.00	228,000.00	228,000.00	684,000.00
Other	90,000.00	117,085.00	10,000,000.0 0	10,000,000.0 0	10,000,000.0 0	30,000,000.0 0
Supplemental	2,479,769.00	2,665,018.00	3,229,859.00	3,670,071.00	3,717,668.00	10,617,598.0 0
Title I	30,000.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00
Title II	10,000.00	0.00	0.00	0.00	40,000.00	40,000.00
Title III	20,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	41,608,784.0 0	63,009.00	43,401,985.0 0	43,522,076.0 0	43,522,076.0 0	130,446,137. 00
	41,608,784.0 0	63,009.00	43,401,985.0 0	43,522,076.0 0	43,522,076.0 0	130,446,137. 00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	41,608,784.00	63,009.00	43,401,985.00	43,522,076.00	43,522,076.00	130,446,137.00
	Base	30,245,000.00	0.00	31,661,000.00	31,661,000.00	31,661,000.00	94,983,000.00
	California Career Pathways Trust	60,000.00	0.00	0.00	0.00	0.00	0.00
	Locally Defined	10,000,000.00	0.00	0.00	0.00	0.00	0.00
	Lottery	377,000.00	0.00	432,944.00	432,944.00	432,944.00	1,298,832.00
	Other	0.00	0.00	10,000,000.00	10,000,000.00	10,000,000.00	30,000,000.00
	Supplemental	916,784.00	63,009.00	1,298,041.00	1,418,132.00	1,418,132.00	4,134,305.00
	Title I	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	0.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

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(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).

01-13-15 [California Department of Education]

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:

LEA Plan, Goal 2 – Annual Update

AGENDA ITEM AREA:

Action

REQUESTED BY:

Kerry Callahan 
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Title III

MEETING DATE:

June 30, 2016

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 update Goal 2 of their LEA Plan annually, including the budget (ESEA, Title III, Part A, Section 3114). No Title III allocations will be made to LEAs that do not provide evidence that their plan and budget were updated and approved locally before the application due date of June 30, 2016.

In accordance with above, educational services has updated Goal 2 of the LEA Plan, including the budget, for review and approval.

RECOMMENDATION:

Administration recommends that the board review and approve the enclosed Goal 2 and corresponding budget of the LEA Plan for the 2016-2017 school year.

Title III LEA Plan Performance Goal 2

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: 2016-2017 EL Amount Eligibility: \$71,484 Immigrant Amount Eligibility: \$3,765

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:

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, are provided to accelerate English Learners' progress toward English proficiency. Teachers receive ongoing professional development and coaching on both the ELA/ELD framework and the implementation of integrated and designated ELD. 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.

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 are adopting 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 will be provided in addition to LTEL students' core English class and designated/integrated ELD. Additionally, our data shows that our English Learners tend to stagnate when they reach the intermediate stage of English Language acquisition. Therefore, we are providing extensive training for our elementary school teachers on Guided Language Acquisition Design (GLAD), 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, including but not limited to: engaging with the content, building background knowledge, activating prior knowledge, and enhancing overall academic language.

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.

A. Required Content

<p>Use the subgrant funds to meet all accountability measures</p> <p>WPUSD uses Title III funds to provide supplemental instructional materials for ELD that are designed to assist students in accessing the core curriculum and developing academic language. In addition, WPUSD partially funds components of AVID Excel and GLAD training with Title III. The district also utilizes Title III funds to provide integrated and designated ELD training/coaching to teachers, support staff, and administrators to assist in helping students become proficient in English and meeting academic standards in all core subject areas. Title III funds are allocated to send teams of teachers, instructional support staff, administrators, and parents to the California Association of Bilingual Educators (CABE) conference each year; this conference specifically addresses topics related to English Learner achievement and parent engagement. Our parent education classes, which support parents in being actively involved in their children's education, are also partially funded with Title III. 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.</p>	<p>Hold the school sites accountable</p> <p>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. District benchmark assessments and 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.</p> <p>EL Intervention Plans are in place for all English Learners who are struggling academically. The academic progress of reclassified students is monitored twice yearly. Beginning in 2016-2017, a yearly English Learner Program and Documentation Monitoring Review will occur at every school site, which will include a principal interview, a completed "Principal's Assurances Checklist," a student cumulative records review, and an evaluation of the instructional program for English Learners.</p> <p>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 will be working with Solution Tree to tighten and hone its implementation of the PLC process. This includes designating explicit PLC time, throughout the school year, that will focus exclusively on evaluating EL and RFEF student data to adjust instruction, to develop appropriate classroom scaffolding and interventions, and to create and monitor intervention plans for struggling EL and RFEF students.</p>	<p>Promote parental and community participation in programs for ELs</p> <p>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 2015-2016, the DAC/DELAC group provided WPUSD with the following input regarding the programs/actions/staffing they would like implemented (or refined/enhanced) to support the academic achievement of our English Learners: targeted tutoring, particularly related to math; bilingual parent liaisons; AVID, including AVID Excel; more fieldtrips; increased ELD support for English Learners; more access to academic/career</p>
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counseling and mental health supports; increased technology use in classrooms; summer programs; enrichment programs; parent training; improved district/school professionalism and communication; an improved culture of inclusion for English Learners.

Additionally, each school site has an English Learner Advisory Committee (ELAC) that provides the same services at the site level. WPUUSD 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). WPUUSD 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 is hiring three full-time bilingual parent liaisons to assist families in navigating our educational system. These liaisons will 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 will 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)
<p>Provide high quality language instruction</p> <p>a. The district will continue its work with developing unit maps, instructional guides, and common assessments tied to the new ELA/ELD State Standards.</p> <p>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</p> <p>c. Teachers, administrators, and district office staff will continue to utilize the results of standardized assessments (SBAC, CELDT) and district benchmark assessments to measure increases in students' English proficiency and overall academic progress.</p> <p>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.</p> <p>e. Teachers will continue to use research-proven ELD materials that best support their English Learners' needs.</p> <p>f. The AVID Excel program will be implemented in 7th grade at Glen Edwards Middle School in 2016-2017. This program, chosen for Glen Edwards Middle School due to its high population of L.TELs, will augment present intervention programs, core English classes, and designated/integrated ELD.</p> <p>g. Principals will conduct regular formal and informal walkthroughs to monitor instruction and provide feedback to teachers.</p> <p>h. Continue to provide designated Educational Services staff to provide supplemental guidance and supports to help English Learners achieve.</p>	<p>a. Teachers, Principals, Educational Services Staff</p> <p>b. Teachers</p> <p>c. Teachers, Principals, Educational Services Staff</p> <p>d. Teachers, Principals</p> <p>e. Teachers</p> <p>f. Teachers, Principal, District AVID Excel Director</p> <p>g. Principals</p> <p>h. EL TOSAs and ELA/ELD TOSA, Director of Supplemental Programs & Accountability</p>	<p>a. Illuminate Assessment System; Sub Costs</p> <p>b. Additional Sections at Secondary Schools</p> <p>c. none</p> <p>d. none</p> <p>e. Instructional Materials Costs</p> <p>f. AVID Excel section, curriculum, training, summer bridge program, and yearly licensing fee</p> <p>g. none</p> <p>h. Salary and benefits for Director of Supplemental Programs and Accountability, EL TOSAs & ELA/ELD TOSA</p>	<p>a. \$94,970</p> <p>b. \$202,104</p> <p>c. none</p> <p>d. none</p> <p>e. \$19,500</p> <p>f. \$43,044</p> <p>g. none</p> <p>h. \$415,257</p>	<p>a. LCFE Supplemental \$94,970</p> <p>b. LCFE Supplemental \$202,104</p> <p>c. none</p> <p>d. none</p> <p>e. LCFE Base \$19,500</p> <p>f. Title I \$20,000</p> <p>g. none</p> <p>h. Title I \$80,234</p> <p>Title II \$4829</p> <p>Title III LEP \$32,565</p> <p>LCFE Supplemental \$297,629</p>

B. Required Content

<p>Provide high quality professional development</p> <p>a. Teachers will continue to receive ongoing training and coaching on the use of research-based instructional strategies and on "effective first instruction".</p> <p>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.</p> <p>c. Over 65 teachers have been trained to use GLAD strategies in their classrooms. A refresher training for those 65 teachers was offered during the 2015-2016 school year. Another 40 teachers will be GLAD trained in 2016-2017.</p> <p>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.</p> <p>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, Visible Learning, Integrated and Designated ELD, Literacy Across the Curriculum, GLAD, AVID and the annual CABE conference.</p>		<p>a. Teachers, Principals, Educational Services Staff</p> <p>b. Teachers, Principals, Educational Services Staff</p> <p>c. Teachers, Principals, Educational Services Staff</p> <p>d. Teachers, Principal, District AVID Excel Director</p> <p>e. Teachers, Principals, Educational Services Staff</p>	<p>a. Sub Costs; PD Service Contract</p> <p>b. none</p> <p>c. Sub Costs; PD Service Contract</p> <p>d. See (f) in section B.1 above</p> <p>e. Sub Costs; PD Registration Costs; Travel</p>	<p>a. \$70,000</p> <p>b. none</p> <p>c. \$100,000</p> <p>d. See (f) in section B.1 above</p> <p>e. \$68,445</p>	<p>a. Title I \$10,000 Title II \$5,000 LCFF Supplemental \$10,000 Educator Effectiveness Funds \$45,000</p> <p>b. none</p> <p>c. Title I \$17,000 LCFF Supplemental \$33,000 Educator Effectiveness Funds \$50,000</p> <p>d. See (f) in section B.1 above</p> <p>e. Title I \$10,000 Title II \$10,000 Title III LEP \$8,445 LCFF Supplemental \$10,000 Educator Effectiveness Funds \$30,000</p>
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C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>N/A, as district is in Year 4+</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>N/A, as district is in Year 4+</p>
D. Required for Year 4	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Currently, only 60% of English learners in WPUUSD progress at least one language level, as measured by CELDT, each year. Additionally, while 20% of our English learners were reclassified as fluent English proficient in 2015-2016, a significant amount of our English learners stall at the intermediate level on the CELDT and become long-term English learners. According to outdated CST scores, our English learners fell short in proficiency as compared to all other significant subgroups. Last year's SBAC assessments show that only 11% of English learners met or exceeded standard in LEA as compared to 55% of all students and only 10% met or exceeded standard in math as compared to 46% of all students. Although better achievement of our students redesignated as fluent English proficient is inconsistent and there is a need for better monitoring and support of these students. In light of the new framework for EL/A/ELD and best practices for teaching integrated and designated ELD to English learners, there is a definite need to support teachers and administrators in learning the new framework and practices so they are well equipped to best support our English learners. Therefore, it is clear that we need to provide dedicated staff for monitoring (case managing) the learning of our ELs as well as our RIEPs. Additionally, we must provide comprehensive, on-going professional development and coaching to teachers to ensure they are equipped to teach integrated and designated ELD. We also need to improve our scheduling of students for designated ELD to ensure there is consistency across the district in providing sacred time for students to receive such instruction. Lastly, there is limited support for immigrant students and there is a need to designate trained staff to provide direct services and supports to these students.</p> <p>Little of what we had done up to the start of the 2015-2016 school year had been successful in supporting our English learners as it lacked focus, consistency, and monitoring. We are beginning to see some positive growth based on programmatic changes and additions this year. Our reclassification rate jumped from 11% to 20%. At the secondary level, students in the AVID program achieve reclassification and English proficiency faster than their non-AVID peers. An effort to increase the size of the AVID program district-wide and to increase the amount of English learners in AVID is underway. (In 2015-16, Glen Edwards' AVID program is double the size of last year, and Twelve Bridges Middle School has added the program to its school site for the first time. Glen Edwards will be implementing AVID Excel, a program that accelerates the language acquisition of long-term English learners, in 2016-2017.) Based on our FPM audit in the fall of 2015, we developed clearer policies and procedures related to monitoring EL and RIEP students. In 2016-2017, each school will undergo a yearly evaluation of its documentation, scheduling, instruction, programs, and overall monitoring of EL and RIEP students.</p> <p>Our biggest weakness is district-wide consistency and accountability, as it relates to both the implementation of integrated and designated ELD and staff development to support English learners. Some schools are achieving considerable success in these areas and other schools are struggling. Creekside Oaks Elementary School, for example, is training its teachers on Katie Kinsela's strategies for academic language instruction. Over the past two years, schools have sent teams of teachers, parents, and administrators to CABE. Glen Edwards Middle School, Twelve Bridges Middle School, and Lincoln</p>

High School are providing designated EL/D in a modified format, but we have yet to see proof of effectiveness. We attribute our weaknesses to lack of district systems and oversight. Prior to the 2015-2016 school year, there was limited staffing in Educational Services to monitor and support English Learner Services. We began to remedy this issue in 2015-2016 by hiring a Director of Supplemental Programs and Accountability whose primary responsibility is to ensure the success of our English Learners. To further remedy, two Teachers on Special Assignment for English Learner Services and three bilingual Parent/School/Community Liaisons will be hired for the 2016-2017 school year.

Please describe all required modifications to curriculum, program, and method of instruction.				
1. Curriculum/Method of Instruction a. Implementation of AVID Excel at Glen Edwards Middle School b. Training a new cadre of 40 elementary teachers in GLAD strategies	1a. Teachers, Principal, District AVID Excel Director	1a. AVID Excel section, curriculum, training, summer bridge program, and yearly licensing fee	1a. see B.1(f) in section above	1a. see B.1(f) in section above
	1b. Teachers, Principals, Educational Services Staff	1b. Sub Costs, PD Service Contract	1b. \$100,000	1b. Title I \$17,000 LCFF Supplemental \$33,000
	2. Programs			Educator Effectiveness Funds \$50,000
a. Addition of Director of Supplemental Programs and Accountability in 2015-2016	2a. Director of Supplemental Programs and Accountability	2a. Salary and benefits for Director of Supplemental Programs and Accountability	2a. see B.1(h) in section above	2a. see B.1(h) in section above
b. Addition of two Teachers on Special Assignment for English Learner Services in 2017-17	2b. EL TOSAs	2b. Salary and benefits for two EL TOSAs	2b. see B.1(h) in section above	2b. see B.1(h) in section above
c. Addition of three full-time Bilingual Parent/School/Community Liaisons	2c. Bilingual Parent/School/Community Liaisons	2c. Salary and benefits for three full-time Bilingual Parent/School/Community Liaisons	2c. \$180,000	2c. LCFF Supplemental \$180,000

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students 1. Continue to provide parent education classes to support English Learner parents in being actively involved in the education of their children.	1. Continuing Education teachers	1. Hourly pay for Continuing Education teachers, curriculum, supplies	1. \$12,000	1. Title I \$6,000 Title III LEP \$6,000
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$1430	
		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.

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source 293
<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <p>a. The Teachers on Special Assignment for English Learner Services will be responsible for case managing all immigrant students in WPUUSD. 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.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	<p>a. Director of Supplemental Programs & Accountability; EL TOSAs, Parent/School/Community Liaisons</p>	<p>a. Salary and benefits for EL TOSAs</p>	<p>a. \$180,000 also mentioned in section B.1(b) above</p>	<p>a. Immigrant \$3,690 LCFF Supplemental \$176,310</p>
<p>H. Immigrant Overall Budget</p>		<p>Immigrant Administrative/Indirect Costs:</p> <p>Immigrant Estimated Costs</p> <p>Total:</p>	<p>\$75.00</p> <p>\$3,765</p>	

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:

Annual Evaluation of Parent Involvement
Policy & Administrative Regulations

AGENDA ITEM AREA:

Discussion

REQUESTED BY:

Kerry Callahan 
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

NA

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

As part of the annual release of the Con App and Title I requirements, the board is required to annually evaluate the Parent Involvement Policy and Administrative Regulation to ensure that they are supporting parental involvement and are compliant with Title I regulations.

RECOMMENDATION:

Administration recommends that the Board review, evaluate and recommend changes to the Parent Involvement Policy and Administrative Regulation.

Western Placer USD

Board Policy

Parent Involvement

BP 6020

Instruction

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.5 - School-Based Decision Making)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

(cf. 0500 - Accountability)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

Policy WESTERN PLACER UNIFIED SCHOOL DISTRICT

adopted: September 4, 2007 Lincoln, California

Western Placer USD

Administrative Regulation

Parent Involvement

AR 6020

Instruction

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Board of Trustees

b. Invite input on the LEA plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input

d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand

e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan

f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist Title I

schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)

The Superintendent or designee may:

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues
 - b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities
 - c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops
 - d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students
- f. Adopt and implement model approaches to improving parent involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training,

parent education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1020 - Youth Services)

- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Regularly evaluate the effectiveness of staff development activities related to parent involvement
- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

- 4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318)

(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs

- d. Develop a cohesive, coordinated plan focused on student needs and shared goals
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318)

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement
6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

5. If the schoolwide program plan is not satisfactory to the parents/guardians of

participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

(cf. 0520.1 - High Priority Schools Grant Program)

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

(2) Frequent reports to parents/guardians on their children's progress

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
- b. Encourage parents/guardians to monitor their children's school attendance, homework

completion, and television viewing

c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students

b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom

c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications

d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand

e. Develop mechanisms to encourage parent/guardian input on district and school issues

f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy

b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

Regulation WESTERN PLACER UNIFIED SCHOOL DISTRICT
approved: September 4, 2007 Lincoln, California

**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:

Approve Resolution 15/16.26 and
Calling for a Local General Obligation Bond
Measure for November 7, 2016 Election

AGENDA ITEM AREA:

Action

REQUESTED BY:

Scott Leaman, Superintendent 
Audrey Kilpatrick, Asst. Supt. Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Restricted Facilities Funding/Bond
Campaign

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Staff has presented the Board with an updated Facilities Master Plan which shows the need for significant upgrades, repairs, and enhancements to Glen Edwards Middle school as well as the need for the construction of a new elementary school in the southern portion of the District to alleviate overcrowding. The proposed bond measure, in conjunction with State funding would pay for these improvements.

The Board of Trustees adopted the recommendations of the Facilities Needs Committee that was consulted during the process of updating the Facilities Master Plan, in which the need for general obligation bond funding was noted.

The next opportunity for a local general obligation bond election is November 7, 2016. In order to call for a bond election on that date, at tonight's meeting, the Board will consider a resolution formally calling for the election, identifying the ballot language, setting forth the facilities projects to be funded from a bond, and determining the amount of bond authorization requested.

RECOMMENDATION:

Staff recommends the Board take action to approve resolution 15/16.26 and to call for a local general obligation bond measure on November 7, 2016.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 15/16.26

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE WESTERN PLACER
UNIFIED SCHOOL DISTRICT ORDERING A SCHOOL BOND ELECTION, AND
AUTHORIZING NECESSARY ACTIONS IN CONNECTION THEREWITH**

WHEREAS, the Board of Trustees (the "Board") of the Western Placer Unified School District (the "District"), within Placer County, California (the "County"), is authorized to order elections within the District and to designate the specifications thereof, pursuant to sections 5304 and 5322 of the California Education Code (the "Education Code");

WHEREAS, the Board is specifically authorized to order elections for the purpose of submitting to the electors the question of whether bonds of the District shall be issued and sold for the purpose of raising money for the purposes hereinafter specified, pursuant to section 15100 *et seq.* of the California Education Code;

WHEREAS, pursuant to section 18 of Article XVI and section 1 of Article XIII A of the California Constitution, and section 15266 of the California Education Code, school districts may seek approval of general obligation bonds and levy an *ad valorem* tax to repay those bonds upon a 55% vote of those voting on a proposition for the purpose, provided certain accountability measures are included in the proposition;

WHEREAS, the Board deems it necessary and advisable to submit such a bond proposition to the electors to be approved by 55% of the votes cast;

WHEREAS, such a bond election must be conducted concurrent with a statewide general election, general election or special election, or at a regularly scheduled local election, as required by section 15266 of the California Education Code;

WHEREAS, on November 8, 2016, a statewide general election is scheduled to occur throughout the District;

WHEREAS, pursuant to section 15270 California Education Code, based upon a projection of assessed property valuation, the Board has determined that, if approved by voters, the tax rate levied to meet the debt service requirements of the bonds proposed to be issued will not exceed the legal limits of dollars per \$100,000 of assessed valuation of taxable property;

WHEREAS, section 9400 *et seq.* of the California Elections Code requires that a tax rate statement be contained in all official materials, including any ballot pamphlet prepared, sponsored or distributed by the District, relating to the election; and

WHEREAS, the Board now desires to authorize the filing of a ballot argument in favor of the proposition to be submitted to the voters at the election; and

NOW, THEREFORE, be it resolved, determined and ordered by the Board of Trustees of the Western Placer Unified School District as follows:

Section 1. Specifications of Election Order. Pursuant to sections 5304, 5322, 15100 *et seq.*, and section 15266 of the California Education Code, an election shall be held within the boundaries of the District on November 8, 2016, for the purpose of submitting to the registered voters of the District the following proposition:

BOND AUTHORIZATION

By approval of this proposition by at least 55% of the registered voters voting on the proposition, the District shall be authorized to issue and sell bonds of up to \$60 million in aggregate principal amount to provide financing for the specific school facilities projects listed in the Bond Project List attached hereto as Exhibit A, subject to all of the accountability safeguards specified below. Bonds will be issued in one or more series.

ACCOUNTABILITY SAFEGUARDS

The provisions in this section are specifically included in this proposition in order that the voters and taxpayers of the District may be assured that their money will be spent wisely to address specific facilities needs of the District, all in compliance with the requirements of Article XIII A, section 1(b)(3) of the State Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at section 15264 *et seq.* of the California Education Code).

Evaluation of Needs. The Board of Trustees has prepared its Capital Investment Program in order to evaluate and address all of the facilities needs of the District, and to determine which projects to finance from a local bond at this time. The Board of Trustees hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List contained in Exhibit A.

Independent Citizens' Oversight Committee. The Board of Trustees shall establish an independent Citizens' Oversight Committee (section 15278 *et seq.* of the California Education Code), to ensure bond proceeds are expended only for the school facilities projects listed in Exhibit A. The committee shall be established within 60 days of the date when the results of the election appear in the minutes of the Board of Trustees.

Annual Performance Audits. The Board of Trustees shall cause to conduct an annual, independent performance audit to ensure that the bond proceeds have been expended only on the school facilities projects listed in Exhibit A.

Annual Financial Audits. The Board of Trustees shall cause to conduct an annual, independent financial audit of the bond proceeds until all of those proceeds have been spent for the school facilities projects listed in Exhibit A.

Special Bond Proceeds Account; Annual Report to Board. Upon approval of this proposition and the sale of any bonds approved, the Board of Trustees shall take actions necessary to establish an account in which proceeds of the sale of bonds will be deposited. As long as any proceeds of the bonds remain unexpended, the Superintendent shall cause a report to be filed with the Board no later than January 1 of each year, commencing January 1, 2017, stating (1) the amount of bond proceeds received and expended in that year, and (2) the status of any project funded or to be funded from bond proceeds. The report may relate to the calendar

year, fiscal year, or other appropriate annual period as the Superintendent shall determine, and may be incorporated into the annual budget, audit, or other appropriate routine report to the Board.

BOND PROJECT LIST

The Bond Project List attached to this resolution as Exhibit A shall be considered a part of the ballot proposition, and shall be reproduced in any official document required to contain the full statement of the bond proposition.

The Bond Project List, which is an integral part of this proposition, lists the specific projects the District proposes to finance with proceeds of the Bonds. Such projects will be completed as needed. Each project is assumed to include its share of costs of the election and bond issuance, architectural, engineering, and similar planning costs, construction management, and a customary contingency for unforeseen design and construction costs. The final cost of each project will be determined as plans are finalized, construction bids are awarded, and projects are completed. In addition, certain construction funds expected from non-bond sources, including State grant funds for eligible projects, have not yet been secured. Therefore the Board of Trustees cannot guarantee that the bonds will provide sufficient funds to allow completion of all listed projects.

FURTHER SPECIFICATIONS

No Administrator Salaries. Proceeds from the sale of bonds authorized by this proposition shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

Single Purpose. All of the purposes enumerated in this proposition shall be united and voted upon as one single proposition, pursuant to section 15100 of the California Education Code, and all the enumerated purposes shall constitute the specific single purpose of the bonds, and proceeds of the bonds shall be spent only for such purpose, pursuant to section 53410 of the California Government Code.

Other Terms of the Bonds. When sold, the bonds shall bear interest at an annual rate not exceeding the statutory maximum, and that interest will be made payable at the time or times permitted by law. The bonds may be issued and sold in several series, and no bond shall be made to mature later than shall be permitted by law.

Section 2. Ballot Proposition. Pursuant to section 13247 of the California Elections Code and section 15122 of the California Education Code, the Board hereby directs the Registrar of Voters to use the following abbreviation of the bond proposition on the ballot:

"Local Middle School Upgrade/ New Elementary School Construction Measure. To construct a new elementary school to prevent overcrowding and to upgrade/ enhance/ expand Glen Edwards Middle School by repairing classrooms, leaky roofs, ensuring safe drinking water, improving student safety, and updating and constructing science, math, computer labs, and a new gymnasium, shall Western Placer Unified School District issue \$60,000,000 in bonds, at legal rates, require independent audits, citizens' oversight, no money for administrators' salaries, with all funds used locally?"

Section 3. Voter Pamphlet. The Registrar of Voters of the County is hereby requested to reprint Section 1 hereof (including Exhibit A hereto) in its entirety in the voter information pamphlets to be distributed to voters pursuant to section 13307 of the California Elections Code. In the event Section 1 is not reprinted in the voter information pamphlets in its entirety, the Registrar of Voters of the County is hereby requested to print, immediately below the impartial analysis of the bond proposition, in no less than 10-point boldface type, a legend substantially as follows:

"The above statement is an impartial analysis of Measure _____. If you desire a copy of the measure, please call the Placer County Registrar of Voters at (530) 886-5650 and a copy will be mailed at no cost to you."

Section 4. Required Vote. Pursuant to section 18 of Article XVI and section 1 of Article XIII A of the State Constitution, the above proposition shall become effective upon the affirmative vote of at least 55% of those voters voting on the proposition.

Section 5. Matching Funds. Pursuant to section 15122.5 of the California Education Code, the District hereby requests that the Registrar of Voters of the County include the following statement in the ballot pamphlet:

Approval of Measure _____ does not guarantee that the proposed project or projects in the Western Placer Unified School District that are the subject of bonds under Measure _____ will be funded beyond the local revenues generated by Measure _____. The school district's proposal for the project or projects may assume the receipt of matching state funds, which could be subject to appropriation by the Legislature or approval of a statewide bond measure.

Section 6. Request to County Officers to Conduct Election. The Registrar of Voters of the County is hereby requested, pursuant to section 5322 of the California Education Code, to take all steps to call and hold the election in accordance with law and these specifications.

Section 7. Consolidation Requirement; Canvass.

(a) Pursuant to section 15266(a) of the California Education Code, the election shall be consolidated with the statewide general election on November 8, 2016.

(b) The Board of Supervisors of the County is authorized and requested to canvass the returns of the election, pursuant to section 10411 of the California Elections Code.

Section 8. Delivery of Order of Election to County Officers. The Clerk of the Board of Trustees of the District is hereby directed to deliver, no later than August 12, 2016, one copy of this Resolution to the County Superintendent of Schools and the Registrar of Voters of the County together with the Tax Rate Statement (attached hereto as Exhibit B), completed and signed by the Superintendent, and shall file a copy of this Resolution with the Clerk of the Board of Supervisors of the County.

Section 9. Ballot Arguments. The members of the Board are hereby authorized, but not directed, to prepare and file with the Registrar of Voters of the County a ballot argument in favor of the proposition contained in Section 1 hereof, within the time established by the Registrar of Voters of the County.

Section 10. Further Authorization. The members of this Board, the Superintendent, and all other officers of the District are hereby authorized, individually and collectively, to do any and all things that they deem necessary or advisable in order to effectuate the purposes of this resolution.

Section 11. Effective Date. This Resolution shall take effect upon its adoption.

PASSED AND ADOPTED this 30th day of June, 2016, by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

APPROVED:

President of the Board of Trustees of the
Western Placer Unified School District

Attest:

Clerk of the Board of Trustees of the
Western Placer Unified School District

CLERK'S CERTIFICATE

I, , Clerk of the Board of Trustees of the Western Placer Unified School District, of Placer County, California, hereby certify as follows:

The attached is a full, true and correct copy of a resolution duly adopted at a meeting of the Board of Trustees of the District duly and regularly held at the regular meeting place thereof on June 30, 2016, and entered in the minutes thereof, of which meeting all of the members of the Board of Trustees had due notice and at which a quorum thereof was present. The resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

At least 24 hours before the time of said meeting, a written notice and agenda of the meeting was mailed and received by or personally delivered to each member of the Board of Trustees not having waived notice thereof, and to each local newspaper of general circulation, radio, and television station requesting such notice in writing, and was posted in a location freely accessible to members of the public, and a brief description of the resolution appeared on said agenda.

I have carefully compared the same with the original minutes of the meeting on file and of record in my office. The resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 30th day of June, 2016.

Clerk of the Board of Trustees
Western Placer Unified School District

EXHIBIT A
WESTERN PLACER UNIFIED SCHOOL DISTRICT
FULL TEXT OF BOND MEASURE

INTRODUCTION

The Western Placer Unified School District ("District") currently serves a population of over 6,700 students in 11 schools, including Glen Edwards Middle School. Glen Edwards Middle School is an aging facility requiring repair, modernization, retrofit and technology and safety upgrades, and it faces other challenges to its capacity to adequately house all of its middle school students. Further, as the student population grows, in order to prevent overcrowding at existing elementary schools, a new elementary school is needed.

The District is focused on providing a top-quality education to prepare students for college and 21st-century careers. Rigorous academic programs emphasize science, technology, language and math. Exceptional teachers, a strong curriculum, safe and up-to-date classrooms and the support of our local community are key to maintaining our students' success.

In May 2014, the District Board adopted an updated School Facility Master Plan that identified improvements needed at each school site and new school construction necessary to prevent overcrowding at existing school sites. Due to large magnitude of school improvements needs and the financial limitations of the District and its taxpayers, the Facility Master Plan recommended separating the projects into phases. The District has obtained funding to address the phase one needs at the high school level, but needs to fund phase two, including improvements to Glen Edwards Middle School and the construction of a new elementary school.

It is imperative that our students are housed in safe schools. In addition, our students would benefit from complete, comprehensive, and efficient schools. We need to act locally to build safe and modern schools to ensure our students have the educational opportunities they deserve.

BOND PROJECT LIST

To complete improvements to Glen Edwards Middle School, construct a new elementary school and protect the quality of education in our schools, the District has placed a bond measure on the ballot to:

- **Protect quality education in core subjects like math, science, reading and writing**
- **Update science, math and computer labs for all students**
- **Provide up-to-date computers and academic technology**
- **Update classrooms and facilities to meet current fire, seismic, emergency and safety codes**
- **Prevent student overcrowding**
- **Ensure school drinking water continues to be safe**
- **Improve energy efficiency to provide ongoing savings to fund teachers and instruction**
- **Provide essential facilities per California Department of Education guidelines**

By constructing, upgrading and repairing Glen Edwards Middle school now, as well as acquiring land, completing design and constructing a new elementary school now, we can take advantage of State matching funds, historically low interest rates and low construction costs, while creating good paying jobs for local residents to help get our economy back on track. Plus, the local measure would improve energy-

efficiency in our classrooms, providing savings so our schools can protect core academic classes and retain qualified teachers.

Every penny from the measure would benefit the District's schools. The funds would be controlled locally and could not be taken away by the State or go to other communities. No funds could be used to increase benefits, salaries or pensions for administrators, teachers or other school employees. Independent citizens' oversight would ensure all funds are spent appropriately and as promised.

Bond funds may be spent on the following projects, although there is no guarantee that the bonds will provide sufficient funds to allow completion of all listed projects:

The land acquisition, design and construction of a new elementary school and the repair, upgrade, acquisition and construction projects at Glen Edwards School, including:

- Provide modern technology and computers to support 21st-century education
- Provide classrooms and instructional facilities that prepare students for college and careers
- Modernize, renovate or replace, and equip aging classrooms and other school facilities
- Replace aging portables with new classrooms
- Modernize classrooms and educational facilities to meet current safety codes
- Provide modern fire-detection, alarms, and emergency communications systems and other upgrades to ensure safety
- Provide seismic upgrades to classrooms and school facilities
- Provide additional classrooms to accommodate growth in student enrollment
- Upgrade, renovate, repair, construct, and equip, as needed, facilities supporting student services, including food services, gymnasium, multi-purpose, library, music, athletic fields and hardcourts, administration and counseling buildings, and other school facilities
- Improve energy and operational efficiency to reduce maintenance and operating costs
- Improve campus entry and accessible paths of travel throughout campus
- Improve parking lots and bus driveways, including the addition of covered parking
- Repair or replace outdated heating, ventilation, air conditioning systems, lighting, electrical, low voltage, or water, sewer, and drainage systems

* * *

The listed projects will be completed as needed. Each project is assumed to include its share of furniture, equipment, architectural, engineering, and similar planning costs, program management, staff training expenses and a customary contingency, and escalation for unforeseen design and construction costs. In addition to the listed projects stated above, the Project List also includes the acquisition of a variety of instructional, maintenance and operational equipment, including the reduction or retirement of outstanding lease obligations and interim funding incurred to advance fund projects from the Project List, payment of the costs of preparation of all facility planning, facility studies, assessment reviews, facility master plan preparation and updates, environmental studies (including environmental investigation, remediation and monitoring), design and construction documentation, and temporary housing of dislocated District activities caused by bond projects. The upgrading of technology infrastructure includes, but is not limited to, computers, LCD projectors, portable interface devices, servers, switches, routers, modules, sound projection systems, laser printers, digital white boards, document projectors, upgrade voice-over-IP, call manager and network security/firewall, and other miscellaneous equipment and software.

The budget for each project, as defined in the Capital Investment Program, is an estimation and may be affected by factors beyond the District's control. The final cost of each project will be determined as plans are finalized, construction bids are awarded and projects are completed. Based on the final costs of each project, certain of the projects described above may be delayed or may not be completed. Demolition of existing facilities and reconstruction of facilities scheduled for repair and upgrade may occur, if the Board determines that such an approach would be more cost-effective in creating enhanced and operationally efficient campuses. Necessary site preparation/restoration and landscaping, may occur in

connection with new construction, renovation or remodeling, or installation or removal of relocatable classrooms, including ingress and egress, removing, replacing, or installing irrigation, utility lines, trees and landscaping, redirecting fire access, and acquiring any necessary easements, licenses, or rights of way to the property.

The allocation of bond proceeds may be affected by the District's receipt of State matching funds and the final costs of each project. In the absence of State matching funds, which the District will pursue to reduce the District's share of the costs of the projects, the District may not be able to complete some of the projects listed above.

FISCAL ACCOUNTABILITY: IN ACCORDANCE WITH EDUCATION CODE SECTION 15272, THE BOARD OF TRUSTEES WILL APPOINT A CITIZENS' OVERSIGHT COMMITTEE AND CONDUCT ANNUAL INDEPENDENT AUDITS TO ASSURE THAT FUNDS ARE SPENT ONLY ON DISTRICT PROJECTS AND FOR NO OTHER PURPOSE. THE EXPENDITURE OF BOND MONEY ON THESE PROJECTS IS SUBJECT TO STRINGENT FINANCIAL ACCOUNTABILITY REQUIREMENTS. BY LAW, PERFORMANCE AND FINANCIAL AUDITS WILL BE PERFORMED ANNUALLY, AND ALL BOND EXPENDITURES WILL BE MONITORED BY AN INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE TO ENSURE THAT FUNDS ARE SPENT AS PROMISED AND SPECIFIED. THE CITIZENS' OVERSIGHT COMMITTEE MUST INCLUDE, AMONG OTHERS, REPRESENTATION OF A BONA FIDE TAXPAYERS ASSOCIATION, A BUSINESS ORGANIZATION AND A SENIOR CITIZENS ORGANIZATION. NO DISTRICT EMPLOYEES OR VENDORS ARE ALLOWED TO SERVE ON THE CITIZENS' OVERSIGHT COMMITTEE.

NO ADMINISTRATOR SALARIES: PROCEEDS FROM THE SALE OF THE BONDS AUTHORIZED BY THIS PROPOSITION SHALL BE USED ONLY FOR THE ACQUISITION, CONSTRUCTION, RECONSTRUCTION, REHABILITATION, OR REPLACEMENT OF SCHOOL FACILITIES, INCLUDING THE FURNISHING AND EQUIPPING OF SCHOOL FACILITIES, AND NOT FOR ANY OTHER PURPOSE, INCLUDING TEACHER AND SCHOOL ADMINISTRATOR SALARIES AND OTHER OPERATING EXPENSES.

EXHIBIT B

TAX RATE STATEMENT

An election will be held in the Western Placer Unified School District (the "District") on November 8, 2016, to authorize the sale of up to \$60 million in bonds of the District for the specific school facilities projects listed in the Bond Project List established by the District, as described in the proposition. If the bonds are authorized, the District expects to sell the bonds in one or more series. Principal and interest on the bonds will be payable from the proceeds of tax levies made upon the taxable property in the District. The following information is provided in compliance with Sections 9400-9404 of the California Elections Code.

(1) The best estimate of the tax rate that would be required to be levied to fund the bonds during the first fiscal year after the first sale of the bonds based on estimated assessed valuations available at the time of filing of this statement, is \$0.022 per \$100 of assessed valuation (\$22 per \$100,000 of assessed valuation) in fiscal year 2016-17.

(2) The best estimate of the tax rate that would be required to be levied to fund the bonds during the first fiscal year after the last sale of the bonds, based on estimated assessed valuations available at the time of filing of this statement, is \$0.042 per \$100 of assessed valuation (\$42 per \$100,000 of assessed valuation) in fiscal year 2018-19.

(3) The best estimate of the highest tax rate that would be required to be levied to fund the bonds, based on estimated assessed valuations available at the time of filing of this statement, is \$0.042 per \$100 of assessed valuation (\$42 per \$100,000 of assessed valuation) in fiscal year 2019-20..

(4) The best estimate of the average tax rate which would be required to be levied to fund the bonds during the life of the bonds, based on estimated assessed valuations available at the time of filing of this statement, is \$0.029 per \$100 of assessed valuation (\$29 per \$100,000 of assessed valuation).

(5) The best estimate of the total debt service, including the principal and interest, that would be required to be repaid if all the bonds are issued and sold is \$110,000,000 (\$60,000,000 of principal and \$50,000,000 of interest). This estimate is based on assumptions regarding future interest rates and the term, timing, structure and amount of each series of bonds.

Voters should note that such estimated tax rates are specific to the repayment of bonds issued under this authorization and are and will be in addition to tax rates levied in connection with other bond authorizations approved or to be approved by the District or any other overlapping public agency.

Voters should note that estimated tax rate is based on the ASSESSED VALUE of taxable property on Placer County's official tax rolls, not on the property's market value. Property owners should consult their own property tax bills to determine their property's assessed value and any applicable tax exemptions.

Attention of all voters is directed to the fact that the foregoing information is based upon the District's projections and estimates only, which are not binding upon the District. The actual tax rates and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for construction funds and other factors. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the Placer County Assessor in the annual assessment and the equalization process.

Dated: June 30, 2016.

Superintendent
Western Placer Unified School District

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 Resolution #15-16.25 -
The Education Protection Account and
Spending Plan for 2016-17

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent - Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Proposition 30, *The School and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012 temporary increases that states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School district, county office of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. Proposition 30 provides that all K-14 local agencies have a sole authority to determine how the funds received from the EPA are spent, but with these provisions:

In addition, there is the requirement for the annual financial audit to included verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred. *The EPA funds are NOT new dollars to the district, but are simply a portion of the current State funding received.*

District's Spending Plan:

It is proposed that EPA funds be used to cover salary and benefits costs of non-administrative certificated staff. The proposed 2016-17 EPA spending plan is attached.

RECOMMENDATION:

Staff recommends the Board of Trustees adopt the Resolution 15-16.25, pertaining to the Education Protection Account and the 2016-17 Spending Plan (attached).

**Western Placer Unified School District
2016-2017 Education Protection Account (EPA) Spending Plan**

Proposition 30, *The School and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012 temporary increases that states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School district, county office of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement.

Proposition 30 provides that all K-14 local agencies have a sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for salaries or benefits of administrators or any other administrative costs.
- Refer to the attached Program Resource Reports by object and function for which EPA funds are to be used.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Western Placer Unified School District estimated 2016-17 EPA Entitlement **\$2,433,821**

It is proposed that EPA funds be used to cover salary and benefits costs of non-administrative certificated staff. The percentage of funds used per group is determined by their share of costs to the general fund. Any difference in revenue and/or expenditures will be adjusted in teacher salaries. Total expenditures are greater than projected revenues in the 2016-17 fiscal year.

Group	Percentage of GF Costs per Group	Percentage Applied to EPA Funds	Amount
Certificated	65%	100%	\$ 2,433,821
Classified	23%	0%	\$ -
Management	12%	Not eligible	Not eligible
	100%	100%	\$ 2,433,821

Certificated Positions			
Position	Approx. Number of Employees	SACS Function	Cost
Classroom Teachers	79	1000	\$ 2,433,821

2016-17 EPA Expenditure Plan – By Object Code

Certificated Salaries	\$ 6,288,229
Employee Health and Payroll Costs	1,960,047
Direct Charge – General Fund Contribution	<u>(5,814,455)</u>
Total EPA Expenditures	<u>\$ 2,433,821</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 15-16.25

THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Western Placer Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Western Placer Unified School District has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED by the Board of Trustees of the Western Placer Unified School District this 30th day of June, 2016, by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

WESTERN PLACER UNIFIED
SCHOOL DISTRICT

By _____
Damian Armitage, President,
Board of Trustees

ATTEST:

Scott Leaman, Secretary
Board of Trustees

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:

2016-17 Western Placer Unified School District
Budget Adoption

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent, Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Included in Back Up

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

By June 30th of each year, the school district must adopt a budget for all funds for the ensuing fiscal year. Prior to adoption of the budget, the Board must conduct a public hearing. This is in accordance with state prescribed procedures for single budget adoption, which require that the budget be adopted and submitted to the County Office of Education on state required forms by June 30th. The 2016-17 Budget establishes expenditure authority for the district to conduct business in the coming year. This includes the Education Protection Account (Prop. 30) funds.

The proposed 2016-17 budget is based on the May Revised Budget, but also incorporates recommendations from the Placer County Office of Education. While the Governor's May Revise Budget is a very significant event in the process, the final impact to the district will not be known until the State budget is signed. School districts have 45 days after the final State budget is signed to amend and resubmit their budget for any significant changes.

The Board held a public hearing on June 7, 2016 and received 2016-17 budget assumptions, enrollment projections and the proposed 2016-17 Annual Budget for all funds of the district.

RECOMMENDATION:

Administration recommends the Board adopt the 2016-17 Annual Budget as presented.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES

2016-17 Annual Budget Adoption Notes

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 2016-17 budget assumptions are used to prepare the 2016-17 Budget and multi-year projections for 2017-18 and 2018-19 fiscal years. Placer County Office of Education (PCOE) provides districts with a Common Message letter outlining basic assumptions for the Second Interim Budget. PCOE has recommended that each district use State Dept. of Finance (DOF) gap funding percentages as estimated by DOF and provided in the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator. Additionally, PCOE is recommending the district incorporate projection information from FCMAT and School Services of California (SSC) Dartboard for specific budget circumstances for our individual district. Every district receives differing amounts of revenue through the LCFF funding model and has its own particular set of financial risk factors. It is important all districts continue to assess their individual situations and plan accordingly to maintain fiscal solvency. The budget also reflects the most recent State's 2016-17 May Revise proposals and recent 2015-16 salary negotiation settlements.

GENERAL FUND BUDGET ASSUMPTIONS - REVENUES AND EXPENDITURES:

District assumptions for the 2016-17 budget year and future multi-years are conservative with projected LCFF GAP funding estimates at May Revise and the DOF estimates, projected COLAs, an increase in projected enrollment growth of 67 students in 2016-17 with an ADA percentage yield down to 95.8% in 2016-17.

	15/16 Estimated Actuals	16/17 Proposed Budget	17/18 Projection	18/19 Projection	
REVENUE					
Enrollment	6,745	6,812	6,881	6,949	Based on 15/16 Actual Enrollment and Projections
ADA Yield	96.2%	95.8%	95.8%	95.8%	Based on Historical Rates
ADA	6,509	6,546	6,612	6,678	Enrollment X ADA Yield
% Increase (Decrease) Enrollment	0.7%	1.0%	1.0%	1.0%	Based on Historical Rates
# Increase (Decrease) Enrollment	46	67	68	69	
Statutory COLA %	1.02%	0.00%	1.11%	2.42%	Per SSC Dartboard May Revision
LCFF Entitlement Factors:					
Base Grant with COLA Grades K-3	\$7,083	\$7,083	\$7,162	\$7,335	Per LCFF Calculator
Base Grant with COLA Grades 4-6	\$7,189	\$7,189	\$7,269	\$7,445	Per LCFF Calculator
Base Grant with COLA Grades 7-8	\$7,403	\$7,403	\$7,485	\$7,666	Per LCFF Calculator
Base Grant with COLA Grades 9-12	\$8,578	\$8,578	\$8,673	\$8,883	Per LCFF Calculator
Grade Span Funding (K-3 CSR & 9-12)	\$737	\$737	\$745	\$763	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	52.20%	54.84%	73.96%	41.22%	Per LCFF Calculator
LCFF Entitlement per ADA	7,702	8,121	8,437	8,564	Per LCFF Calculator
LCFF Funding	50,130,476	53,164,699	55,779,659	57,183,836	Per LCFF Calculator
Property Tax change	3.00%	3.00%	3.00%	3.00%	County Taxes Report/3-Yr Average
Est. Property Taxes	42,234,914	43,501,961	44,807,020	46,151,230	Actuals/3-Yr Average
State LCFF Supplemental Funds	2,425,675	3,229,415	3,669,256	3,716,842	Per LCFF Calculator
Federal Revenue	0%	0%	0%	0%	Per PCOE Common Message
Categorical COLA	1.02%	0.00%	1.11%	2.42%	Per SSC Dartboard May Revision
Lottery Unrestricted/ADA	\$140.00	\$140.00	\$140.00	\$140.00	Per SSC Dartboard May Revision
Lottery Restricted/ADA	\$41.00	\$41.00	\$41.00	\$41.00	Per SSC Dartboard May Revision

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

EXPENDITURES:

	15/16 Estimated Actuals	16/17 Proposed Budget	17/18 Projection	18/19 Projection	
EXPENDITURES					
Certificated New Positions - FTE	13.2	10.1	2.0	2.0	
Estimated Retirements - FTE	15.0	0.0	0.0	0.0	PARS in 2015/16
Reductions in Staffing - FTE	0.0	0.0	0.0	0.0	
Staffing Ratios:					
Kindergarten	25:1	25:1	25:1	25:1	Per Contract
1-3	31:1	31:1	31:1	31:1	Per Contract
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	32:1	32:1	32:1	32:1	Per Contract
Certificated Step/Column	2.10%	1.93%	1.93%	1.93%	
Classified New Positions - FTE	4.0	4.6	0.0	0.0	
Estimated Retirements - FTE	3.75	0.0	0.0	0.0	PARS in 2015/16
Reductions in Staffing - FTE	0.0	0.0	0.0	0.0	
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	11.847%	13.888%	15.50%	17.10%	Per SSC Dashboard (projected)
CalSTRS Employer Rate	10.73%	12.58%	14.43%	16.28%	Per SSC Dashboard (projected)
Budget Reductions	-	-	-	-	
Transfers Out	248,360	273,360	273,360	23,360	\$250,000 per Year to Fund 17
Designated for Economic Uncertainty	3%	3%	3%	3%	
Deferred Maintenance Reserve	432,562	432,562	582,562	732,562	Reserved for Roofing Needs
New High School Start-Up Reserve	-	100,000	200,000	300,000	Reserved for New High School
Site Allocations:					
Elementary	47.00	47.00	47.00	47.00	Full Allocation - 15/16
Middle School	58.50	58.50	58.50	58.50	Full Allocation - 15/16
High School	83.75	83.75	83.75	83.75	Full Allocation - 15/16
Lottery per teacher	500.00	500.00	500.00	500.00	

Expenditures assumptions also include changes to the budget to restore and enhance specific classified and certificated management positions into the 2016-17 budget totaling approximately \$378,000. Unrestricted general funds were used for these budget items.

2016-17 Budget Staffing Restorations/Enhancements – Unrestricted General Fund (Approximate Cost)

Library Clerk Additional Hours at School Sites (9.5 hours total)	\$ 60,000
Health Clerk staffing at all School Sites (22 hours total)	88,000
Vice Principal (1.0 FTE Lincoln High School)	120,000
Additional Tech Support Technician (1 FTE)	64,000
Increased Hours – Special Education Clerk and Account Technician I (total 5 hours)	46,000
Total Additional Staffing Enhancements / Restorations 2016-17	\$ 378,000

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

GOVERNOR'S MAY BUDGET REVISION

Local Control Funding Formula

The January Budget proposed \$2.8billion for continued implementation of the Local Control Funding Formula (LCFF). The May Revision provides another \$154 million, for a total of \$2.98 billion of additional Proposition 98 revenues flowing to schools. New funding is estimated to close the gap between 2015-16 funding levels and LCFF full implementation targets by 54.84% in 2016-17. The Governor continues to keep his commitment to local control, the Control Funding Formula, and the Local Control and Accountability Plan (LCAP). As preferred by nearly every education organization, the lion's share of the increased funding goes straight to the LCFF. The 2016-17 COLA was reduced from the January proposal of 0.47% to 0.00% at May Revision.

Discretionary Funds – One-Time

In January, the Governor's Budget proposal included more than \$1.28 billion in fully discretionary one-time Proposition 98 funding for school districts, charter schools, and COEs, equivalent to \$214 per ADA. The May Revision adds \$2.4 billion to total more than \$3.5 billion in total discretionary funding, equivalent to \$237 per ADA. The discretionary funds may be used for any educational purpose. The Governor suggest the one-time funds may be used to support Content standards implementation, technology, professional development, induction programs for beginning teachers, and deferred maintenance. This is not a mandate and the funds can be used for any one-time purpose.

Other State Programs

Pupil transportation and Targeted Instructional Improvement Grants will continue as separate add-ons to the LCFF allocations, which do not receive a COLA. Categorical programs, such as Child Nutrition and Special Education, remain outside of the new formula and are proposed to also not receive a COLA.

CalSTRS and CalPERS Employer Contributions

STRS employer rates are increasing to 12.58% in 2016-17, up from 10.73% in 2015-16. No specific state funds are provided for this cost increase. Under current law, once the statutory rates are achieved, CalSTRS will have the authority to marginally increase or decrease the employer contribution rate. The employer contribution to CalPERS is proposed to increase to 13.888% in 2016-17 from 11.847% in 2015-16. No specific state funds are provided for this cost increase.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

PROPOSED BUDGET:

The 2016-17 Adopted budget is built from assumptions from the Governor's May Revision proposals, federal and local revenue projections, district historical data, SSC dashboard, FCMAT LCFF Calculator and PCOE Common Message.

The Districts 2016-17 Adopted General Fund Budget is presented as follows:

	Adopted Budget		
	Unrestricted	2016-17 Restricted	Combined
Revenues			
LCFF Funding	53,164,699	903,154	54,067,853
Federal Revenue	2,624	2,278,885	2,281,509
State Revenue	2,703,153	4,242,677	6,945,830
Local Revenue	1,024,197	2,404,293	3,428,490
Total Revenue	56,894,673	9,829,009	66,723,682
Expenditures			
Certificated Salaries	25,749,867	4,873,801	30,623,668
Classified Salaries	5,617,300	3,142,104	8,759,404
Benefits	10,667,282	5,137,323	15,804,605
Books and Supplies	3,382,018	1,095,123	4,477,141
Other Services & Oper. Exp	3,574,904	1,730,028	5,304,932
Capital Outlay	276,100	714,225	990,325
Other Outgo 7xxx	1,898,681	19,000	1,917,681
Transfer of Indirect 73xx	(671,243)	596,604	(74,639)
Total Expenditures	50,494,909	17,308,208	67,803,117
Deficit/Surplus	6,399,764	(7,479,199)	(1,079,435)
Transfers In	-	-	-
Transfers out	(273,360)	-	(273,360)
Contributions to Restricted	(7,479,199)	7,479,199	-
Net increase (decrease) in Fund Balance	(1,352,795)	-	(1,352,795)
Beginning Balance	6,656,586	111,125	6,767,711
Ending Fund Balance	5,303,791	111,125	5,414,916
Components of Ending Fund Balance			
<u>Nonspendable:</u>			
Reserve - Revolving Fund	5,000		5,000
<u>Restricted:</u>			
Reserve - Designated Programs	-	111,125	111,125
<u>Unassigned/Unappropriated:</u>			
Reserve - Economic Uncertainty @ 3%	2,042,294		2,042,294
Reserve - Deferred Maintenance Reserve	432,562		432,562
Reserve - Charter Technical Assistance	163,443		163,443
Reserve - Special Education Support Program	0		0
Reserve - GAP Funding Contingency - Subsequent Budget Year	743,919		743,919
Reserve- New High School Start-Up Costs	100,000		100,000
Reserve - Unassigned Economic Uncertainty surplus/(deficit)	1,816,573	-	1,816,573
Total Ending Fund Balance	5,303,791	111,125	5,414,916

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

When reviewing the proposed 2016-17 adopted budget, it is helpful to identify changes from the 2015-16 Second Interim report to year-end estimated actuals. Those changes are reflected in the table below and summarized in and reconciled with comments on the following page.

	Second Interim 2015-16 Combined	Estimated Actuals 2015-16			2nd Int vs Est. Actuals \$ Variance	
		Unrestricted	Restricted	Combined		
Revenues						
LCFF Funding	51,426,409	51,130,014	833,230	51,963,244	536,835	1
Federal Revenue	2,498,088	2,624	2,526,787	2,529,411	31,323	
State Revenue	11,144,542	4,578,488	7,000,931	11,579,419	434,877	2
Local Revenue	3,975,558	1,431,179	2,656,149	4,087,328	111,770	3
Total Revenue	69,044,597	57,142,305	13,017,097	70,159,402	1,114,805	
Expenditures						
Certificated Salaries	28,391,608	24,158,553	4,841,431	28,999,984	608,376	4
Classified Salaries	8,133,045	5,323,622	2,982,246	8,305,868	172,823	5
Benefits	14,281,645	9,713,229	4,604,554	14,317,783	36,138	6
Books and Supplies	7,182,386	4,675,244	1,769,679	6,444,923	(737,463)	7
Other Services & Oper. Exp	7,250,155	4,826,502	3,041,795	7,868,297	618,142	8
Capital Outlay	3,257,406	515,616	2,735,191	3,250,807	(6,599)	
Other Outgo 7xxx	2,050,740	2,073,612	18,431	2,092,043	41,303	9
Transfer of Indirect 73xx	(76,288)	(715,738)	637,889	(77,849)	(1,561)	
Total Expenditures	70,470,697	50,570,640	20,631,216	71,201,856	731,159	
Deficit/Surplus	(1,426,100)	6,571,665	(7,614,119)	(1,042,454)	383,646	
Transfers In					-	
Transfers out	(248,360)	(248,360)		(248,360)	-	
Contributions to Restricted	-	(6,755,944)	6,755,944	-	-	
Net increase (decrease) in Fund Balance	(1,674,460)	(432,639)	(858,175)	(1,290,814)	383,646	
Beginning Balance	8,058,525	7,089,225	969,300	8,058,525	-	
Ending Fund Balance	6,384,065	6,656,586	111,125	6,767,711	383,646	
Components of Ending Fund Balance						
<u>Nonspendable:</u>						
Reserve - Revolving Fund	5,000	5,000		5,000	-	
<u>Restricted:</u>						
Reserve - Designated Programs	115,600		111,125	111,125	(4,475)	
<u>Unassigned/Unappropriated:</u>						
Reserve - Economic Uncertainty @ 3%	2,121,572	2,143,506		2,143,506	21,935	
Reserve - Deferred Maintenance Reserve	847,001	432,562		432,562	(414,439)	
Reserve - Charter Technical Assistance	154,700	145,231		145,231	(9,469)	
Reserve - Special Education Support Program	30,000	0		0	(30,000)	
Reserve - GAP Funding Contingency - Subsequent Budget Year	944,258	944,258		944,258	-	
Reserve - Unassigned Economic Uncertainty surplus/(deficit)	2,165,934	2,986,029		2,986,029	820,094	
Total Ending Fund Balance	6,384,065	6,656,586	111,125	6,767,711	383,646	

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES

2016-17 Annual Budget Adoption Notes

Major Changes to Fund Balance since Second Interim (2015-16 Estimated Actuals)

	Budgeted Deficit Spending at Second Interim	(\$1,674,460)
Revenues		
Local Control Funding Formula		
Increase in State Aid due to P-2 ADA	535,000	1
Federal Revenue		
Increases in PPPIP & Medi-Cal	30,000	
State Revenue		
CTE Incentive Grant	420,000	
Workability	5,000	
STRS On-Behalf	10,000	
Total State Revenue changes	435,000	2
Local Revenue		
Increase in co-curricular revenues	95,000	
Increase in interest revenue and MAA revenue	20,000	
Total Local Revenue changes	115,000	3
Total Change in Revenues		\$1,115,000
Expenditures		
Certificated Salaries		
Salary settlement	520,000	
Mental Health Specialist	20,000	
Increase in supplementantal-funded substitutes	40,000	
Increase in restricted program substitutes	20,000	
Miscellaneous	10,000	
Total Certificated Salaries changes	610,000	4
Classified Salaries		
Salary settlement	140,000	
Increase in transportation substitutes	10,000	
Increase in supplementantal-funded substitutes	10,000	
Increase in restricted program substitutes	10,000	
Total Classified	170,000	5
Benefits		
Salary settlement	100,000	
Reduction in retiree benefits costs	(40,000)	
Reduction in special education benefits	(25,000)	
Total Benefits	35,000	6
Books and Supplies		
Transfer of CDE Basic Aid settlement funds out of expenditure account for salary settlement	(1,000,000)	
Transfer of Maintenance funds out of 4xxx reserve account for salary settlement and other expenditures	(100,000)	
Supplemental xfer to other object codes	(40,000)	
Increase in co-curricular expenditures	45,000	
CTE Incentive Grant	400,000	
Miscellaneous	(40,000)	
Total Books and Supplies	(735,000)	7
Services & Other Operating Expenditures		
Increase in Deferred Maintenance budget	415,000	
Supplemental xfer to other object codes	(55,000)	
Restricted xfer from other object codes	40,000	
Increase in nonpublic schools budget	45,000	
Transfer of Maintenance funds from 4xxx	80,000	
Increase in utilities and legal budgets	30,000	
Increase in co-curricular expenditures	45,000	
Increase in legal budget	15,000	
Total Services and Other Operating Costs	615,000	8
Capital Outlay	(5,000)	
Other Outgo - PCOE billback for ROP services	40,000	9
Total Change in Expenditures		\$730,000
Rounding		(\$1,354)
Total Change in Budgeted FB		\$383,646
Budgeted Deficit Spending at Estimated Actuals		(\$1,290,814)

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

Multi-Year Projections 2016-17, 2017-18 and 2018-19 Budget Years:

The multi-year projections provide a view of the current year budget and the next two years' budget.

	Adopted Budget 2016-17 Combined	Projection 2017-18 Combined	Projection 2018-19 Combined
Revenues			
LCFF Funding	54,067,853	56,682,894	58,087,073
Federal Revenue	2,281,509	2,281,509	2,281,509
State Revenue	6,945,830	4,472,050	4,472,050
Local Revenue	3,428,490	3,428,490	3,428,490
Total Revenue	66,723,682	66,864,943	68,269,122
Expenditures			
Certificated Salaries	30,623,668	31,252,325	31,993,115
Classified Salaries	8,759,404	8,823,750	8,939,259
Benefits	15,804,605	16,679,022	17,578,144
Books and Supplies	4,477,141	2,897,310	2,897,310
Other Services & Oper. Exp	5,304,932	5,279,932	5,279,932
Capital Outlay	990,325	326,986	326,986
Other Outgo 7xxx	1,917,681	1,917,681	1,917,681
Transfer of Indirect 73xx	(74,639)	(74,639)	(74,639)
Total Expenditures	67,803,117	67,102,367	68,857,789
Deficit/Surplus	(1,079,435)	(237,424)	(588,667)
Transfers In	-	-	-
Transfers out	(273,360)	(273,360)	(23,360)
Contributions to Restricted	-	-	-
Net increase (decrease) in Fund Balance	(1,352,795)	(510,784)	(612,027)
Beginning Balance	6,767,711	5,414,916	4,904,132
Ending Fund Balance	5,414,916	4,904,132	4,292,105
<u>Components of Ending Fund Balance</u>			
<u>Nonspendable:</u>			
Reserve - Revolving Fund	5,000	5,000	5,000
<u>Restricted:</u>			
Reserve - Designated Programs	111,125	111,125	111,125
<u>Unassigned/Unappropriated:</u>			
Reserve - Economic Uncertainty @ 3%	2,042,294	2,021,272	2,066,434
Reserve - Deferred Maintenance Reserve	432,562	582,562	732,562
Reserve - Additional LCFF Supplemental Required Increase Spending 17-18 & 18-19	0	439,841	47,586
Reserve - Charter Technical Assistance	163,443	240,793	318,143
Reserve - Special Education Support Program	0	0	0
Reserve - GAP Funding Contingency - Subsequent Budget Year	743,919	311,005	127,813
Reserve- New High School Start-Up Costs	100,000	200,000	300,000
Reserve - Unassigned Economic Uncertainty surplus/(deficit)	1,816,573	992,534	583,442
Total Ending Fund Balance	5,414,916	4,904,132	4,292,105

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES

2016-17 Annual Budget Adoption Notes

The multi-year projections are built with assumptions provided by PCOE Common Message, School Services of California, the Governor's State Budget proposals, the State Dept of Finance (DOF), FCMAT LCFF Calculator, federal funding projections and district trends and data. The LCAP report will set the District priorities for LCFF Supplemental funding program expenditures.

Local Control Funding Formula (LCFF)

The May Revision Proposed Budget proposed \$2.9 billion of additional Proposition 98 revenues of continued implementation of the Local Control Funding Formula (LCFF) flowing to schools. New funding is estimated to close the gap between 2015-16 funding levels and LCFF full implementation targets by 54.84% in 2016-17. The May Revision projects that the Local Control Funding Formula (LCFF) will be 95.7% implemented in 2016-17. The Governor continues to keep his commitment to local control, the Control Funding Formula, and the Local Control and Accountability Plan (LCAP).

	2015-16	2016-17	2017-18	2018-19	2019-20
COLA	1.02%	0.00%	1.11%	2.42%	2.67%
GAP Funding rate	52.20%	54.84%	73.96%	41.22%	75.16%

Property Taxes

Property taxes revenues show stabilization and have begun a moderate growth since 2013-14. Property taxes in Placer County had fluctuated with a net decline for a number of years but we have seen an increase of approximately 7.6% in property tax receipts over the last two years. We continue to monitor property tax activity specifically in our district. Current projections indicate property taxes increased by over 8.2% for 2015-16, and will increase by a conservative 3% for the 2016-17 and 2017-18 fiscal years until we see continued increases in property tax receipts.

Enrollment and ADA

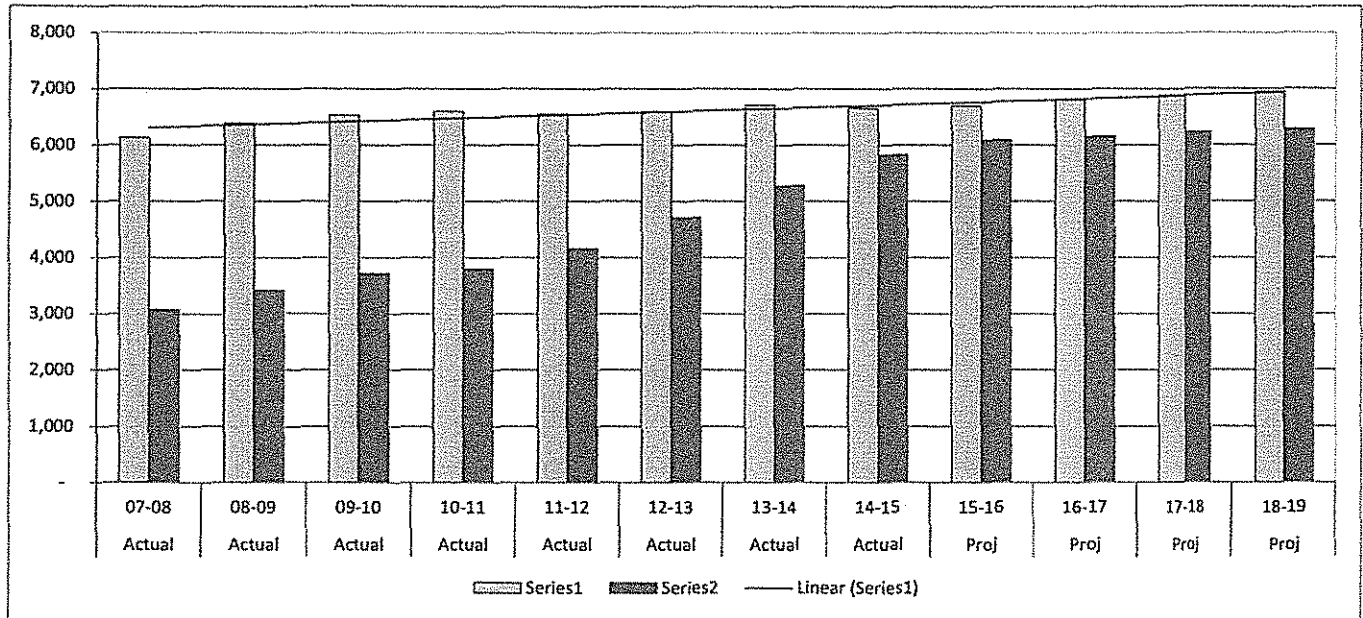
For the 2015-16 school year, the District enrollment increased by 41 students, less than a 1% increase. Before our decline in 2014-15 of 54 students, the District experienced an average annual enrollment averaging of 1% over those last five years. Average Daily Attendance rate (ADA) have ranges from a high of 95.9 in 2014-15 to a low of 95.47% in 2012-13. Enrollment and attendance projections for the current 2016-17 budget year and the next two budget years are listed below:

	16/17 Proposed Budget	17/18 Projection	18/19 Projection
Enrollment	6,812	6,881	6,949
ADA Yield	95.8%	95.8%	95.8%
ADA	6,546	6,612	6,678
% Increase (Decrease) Enrollment	1.0%	1.0%	1.0%
# Increase (Decrease) Enrollment	67	68	69

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 2016-17 Annual Budget Adoption Notes

Any potential reduction in enrollment for the opening of the John Adams Charter School in 2017-18 budget year has not been included in the budget at this time. We will periodically assess a possible enrollment reduction as we get closer to the opening of the charter.

The following chart show historical and projected enrollment data:



Categorical Revenue

The May Revision State budget State proposes a 0.00% COLA for all categorical programs for 2016-17. Pupil transportation and Targeted Instructional Improvement Grants will continue as separate add-ons to the LCFF allocations, which also do not receive a COLA; and categorical programs, such as Child Nutrition and Special Education, remain outside of the new formula and are projected to not receive a COLA. Federal categorical programs have been adjusted to reflect projected federal funding levels.

Some categorical programs require contributions from the district unrestricted funds as the funding received does not cover the expenditures for that specific program. A summary of the change in contributions from 2015-16 to 2016-17 is summarized on the next page.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

***Contributions to Restricted Programs
2015-16 Estimated Actuals and 2016-17 Budget***

<u>Program</u>	<u>Resource</u>		<u>2015-16 Estimate</u>	<u>Adopted Budget</u>	<u>Change</u>	<u>Comments</u>
Special Ed-Basic Grant (PL94-142)	3310	*	\$1,207,453	\$1,342,900	\$135,447	Step and column movement, salary settlement, new LHS Resource class, add'l necessary Para time
Spec Ed Pre-School	3315	*	\$57,190	\$48,974	(\$8,216)	Increase in revenue
Spec Ed Pre-School	3320	*	\$6,375	\$0	(\$6,375)	Increase in revenue
Special Education	6500	*	\$3,586,383	\$4,209,338	\$622,955	Increase in NPS/NPA charges, new LHS SDC class, new LHS RSP class, step and column movement, salary settlement
Maintenance	8150		\$1,877,987	\$1,877,987	\$0	
	9010		\$20,556	\$0	(\$20,556)	Carryover removed
Total Contribution to Restricted Programs			<u>\$6,755,944</u>	<u>\$7,479,199</u>	<u>\$723,255</u>	
PCOE Special Education						
Program Billback	0000	*	\$1,666,932	\$1,667,501	\$569	
Total Special Ed Contribution			<u>\$6,524,333</u>	<u>\$7,268,713</u>	<u>\$744,380</u>	
			<u>\$8,191,265</u>	<u>\$8,936,214</u>		

Cash

Even though the State imposed cash payment deferrals have been eliminated and LCFF funding is projected to bring fiscal relief to LEAs, cash management is still essential. As a significant portion of our State funding are from property taxes and those payments are apportioned only three times a year, the District must use a TRANS (Tax Revenue Anticipation Note) to provide cash flow support during the remaining nine non-apportionment months. As we spend down our fund balance reserves and continue to experience deficit spending, we will continue to have months with negative cash flow. We will review our borrowing options and select the approach that has the lowest financing costs.

In 2015-16, the District did not use TRANS borrowing and relied upon allowable inter-fund borrowing along with interest payments to those appropriate funds. For the next two fiscal years the District will be participating in TRANS borrowing and will be assuming a \$6 million TRANS for 2016-17 and \$6.5 million TRANS for 2017-18. Without a TRANS issuance, we anticipate having negative cash for the two months preceding our property tax payments each year in December. This is typical of districts that rely on property taxes to backfill LCFF funding.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

Details of Components of Ending Fund Balance for 2016-17, 2017-18 and 2018-19 are listed below:

	Adopted Budget 2016-17 Combined	Projection 2017-18 Combined	Projection 2018-19 Combined
Net increase (decrease) in Fund Balance	(1,352,795)	(510,784)	(612,027)
Beginning Balance	6,767,711	5,414,916	4,904,132
Ending Fund Balance	5,414,916	4,904,132	4,292,105
<u>Components of Ending Fund Balance</u>			
<u>Nonspendable:</u>			
Reserve - Revolving Fund	5,000	5,000	5,000
<u>Restricted:</u>			
Reserve - Designated Programs	111,125	111,125	111,125
<u>Unassigned/Unappropriated:</u>			
Reserve - Economic Uncertainty @ 3%	2,042,294	2,021,272	2,066,434
Reserve - Deferred Maintenance Reserve	432,562	582,562	732,562
Reserve - Additional LCFF Supplemental Required Increase Spending 17-18 & 18-19	0	439,841	47,586
Reserve - Charter Technical Assistance	163,443	240,793	318,143
Reserve - Special Education Support Program	0	0	0
Reserve - GAP Funding Contingency - Subsequent Budget Year	743,919	311,005	127,813
Reserve- New High School Start-Up Costs	100,000	200,000	300,000
Reserve - Unassigned Economic Uncertainty surplus/(deficit)	1,816,573	992,534	583,442
Total Ending Fund Balance	5,414,916	4,904,132	4,292,105

When reviewing the components of Ending Fund balance it is important to distinguish those amounts that are *non-spendable*, *restricted* and *unassigned/unappropriated*. For the 2016-17 budget year and next two budget years the district is meeting the minimum 3% *Reserve for Economic Uncertainties*. Along with this reserve, the district is reserving funds for deferred maintenance facility roofing projects and charter technical assistance, a portion of the subsequent year GAP funding contingency, a new reserve for start-up costs for the new high school in future years and for 2016-17 and 2017-18 only, a reserve for additional required supplemental funds spending increases. Amounts that are not specifically identified for designated uses as noted above are included in the *Reserve – Unassigned Economic Uncertainty Surplus*.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

Other Funds Of The District – 2016-2017 Adopted Budget

The district uses separate funds to identify and track fiscal activity related to separate enterprises. The Board adopts a budget each year for each fund. Each fund has been reviewed and budgets have been developed based on the fund needs for the 2016-17 school year. Budget revisions are made during the year at First Interim, Second Interim and Estimated Actuals. Fund 52 - Debt Interest and Redemption Fund is not presented as there is no working budget in fund for the 2016-17 school year. A summary of the fund balances and the funds purpose for each fund is listed below.

2016-17 ADOPTED BUDGET				
	Beginning			Ending
	Fund Balance	Revenues	Expenditures	Fund Balance
Fund 11 - Adult Education Fund	21,700	71,682	71,682	21,700
Fund 12 - Child Development Fund	9,631	-	-	9,631
Fund 13 - Cafeteria Fund	119,812	1,713,000	1,819,076	13,736
Fund 17 - Special Reserve for Other Than Capital Outlay	212,000	250,000	-	462,000
Fund 21 - Building Fund	10,803,846	200,000	9,511,530	1,492,316
Fund 25 - Capital Facilities Fund	1,607,700	1,330,000	1,741,721	1,195,979
Fund 35 - County Schools Facilities Fund	1,047,895	10,000	-	1,057,895
Fund 40 - Special Reserve for Capital Outlay Projects	215,671	2,000	-	217,671
Fund 49 - Debt Service Fund for Blended Component Units	10,379,847	6,690,000	8,211,690	8,858,157
Fund 71 - Retiree Benefit Fund	6,791	70	-	6,861
Fund 73 - Foundation Private-Purpose Trust Fund	160,955	1,500	1,000	161,455

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

Fund 11 - Adult Education Fund

Fund is used to account for all revenues and expenses for adult education programs.

	2015-16 Estimated Actuals	2016-17 Adopted Budget
Beginning Fund Balance, July 1	21,700	21,700
Revenues & Transfers In	71,682	71,682
Expenses		
Salaries	41,041	42,060
Benefits	22,697	23,995
Supplies	2,688	2,798
Other Services, Outgo, Transfers Out	5,256	2,829
Total Expenses	71,682	71,682
Surplus (deficit)	-	-
Ending Fund Balance, June 30,	21,700	21,700

Fund 12 - Child Development Fund

Fund is used to account for all revenues and expenses to operate child development programs.

	2015-16 Estimated Actuals	2016-17 Adopted Budget
Beginning Fund Balance, July 1	9,631	9,631
Revenues & Transfers In	13,000	-
Expenses		
Salaries	-	-
Benefits	-	-
Supplies	-	-
Other Services, Outgo, Transfers Out	13,000	-
Total Expenses	13,000	-
Surplus (deficit)	-	-
Ending Fund Balance, June 30,	9,631	9,631

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

Fund 13 - Cafeteria Fund

Fund is used to account for all revenues and expenses to operate the food service program.

Beginning Fund Balance, July 1

Revenues & Transfers In

Expenses

Salaries

Benefits

Supplies

Other Services, Outgo, Transfers Out

Total Expenses

Surplus (deficit)

Ending Fund Balance, June 30,

2015-16	2016-17
Estimated Actuals	Adopted Budget
219,254	119,812
1,713,000	1,713,000
735,656	754,350
327,770	355,261
623,048	587,000
125,968	122,465
1,812,442	1,819,076
(99,442)	(106,076)
119,812	13,736

**Fund 17 - Special Reserve for Other Than
Capital Outlay Projects**

Fund is used to account for special reserves such as new schools reserve and wetlands reserve.

Beginning Fund Balance, July 1

Revenues & Transfers In

Expenses

Salaries

Benefits

Supplies

Other Services, Outgo, Transfers Out

Total Expenses

Surplus (deficit)

Ending Fund Balance, June 30,

2015-16	2016-17
Estimated Actuals	Adopted Budget
-	212,000
212,000	250,000
-	-
-	-
-	-
-	-
212,000	250,000
212,000	462,000

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

Fund 21 - Building Fund

Fund is used to account for proceeds from bond and other long term financing used for construction projects.

	2015-16	2016-17
	Estimated Actuals	Adopted Budget
Beginning Fund Balance, July 1	20,767,427	10,803,846
Revenues & Transfers In	235,000	200,000
Expenses		
Salaries	4,072	6,917
Benefits	1,763	3,004
Supplies	216,503	103,000
Other Services, Outgo, Transfers Out	9,976,243	9,398,609
Total Expenses	10,198,581	9,511,530
Surplus (deficit)	(9,963,581)	(9,311,530)
Ending Fund Balance, June 30,	10,803,846	1,492,316

Fund 25 - Capital Facilities Fund

Fund is used to account for moneys received from developers. Any excess is transferred to Fund 49 for debt service.

	2015-16	2016-17
	Estimated Actuals	Adopted Budget
Beginning Fund Balance, July 1	2,160,198	1,607,700
Revenues & Transfers In	1,445,026	1,330,000
Expenses		
Salaries	193,027	223,355
Benefits	67,650	81,866
Supplies	124,876	75,000
Other Services, Outgo, Transfers Out	1,611,971	1,361,500
Total Expenses	1,997,524	1,741,721
Surplus (deficit)	(552,498)	(411,721)
Ending Fund Balance, June 30,	1,607,700	1,195,979

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

Fund 35 - County School Facilities Fund

Fund receives apportionments from the State of California for new school facility construction and modernization projects.

Beginning Fund Balance, July 1

Revenues & Transfers In

Expenses

Salaries

Benefits

Supplies

Other Services, Outgo, Transfers Out

Total Expenses

Surplus (deficit)

Ending Fund Balance, June 30,

2015-16	2016-17
Estimated Actuals	Adopted Budget
1,036,895	1,047,895
11,000	10,000
-	-
-	-
-	-
-	-
-	-
-	-
11,000	10,000
1,047,895	1,057,895

Fund 40 - Special Reserve for Capital Outlay

Fund is used to account for the accumulation and expenditure of funds for capital outlay purposes.

Beginning Fund Balance, July 1

Revenues & Transfers In

Expenses

Salaries

Benefits

Supplies

Other Services, Outgo, Transfers Out

Total Expenses

Surplus (deficit)

Ending Fund Balance, June 30,

2015-16	2016-17
Estimated Actuals	Adopted Budget
219,171	215,671
2,500	2,000
-	-
-	-
6,000	-
-	-
6,000	-
(3,500)	2,000
215,671	217,671

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2016-17 Annual Budget Adoption Notes**

**Fund 49 - Debt Service Fund for Blended
Component Units**

Fund is used to account for payment of principal and interest on long-term debt.

Beginning Fund Balance, July 1

Revenues & Transfers In

Expenses

Salaries

Benefits

Supplies

Other Services, Outgo, Transfers Out

Total Expenses

Surplus (deficit)

Ending Fund Balance, June 30,

2015-16 Estimated Actuals	2016-17 Adopted Budget
11,973,528	10,379,847
6,566,512	6,690,000
-	-
-	-
-	-
8,160,193	8,211,690
8,160,193	8,211,690
(1,593,681)	(1,521,690)
10,379,847	8,858,157

**Fund 71 - Retiree Benefit Fund
activity.**

Beginning Fund Balance, July 1

Revenues & Transfers In

Expenses

Benefits

Other Services, Outgo, Transfers Out

Total Expenses

Surplus (deficit)

Ending Fund Balance, June 30,

2015-16 Estimated Actuals	2016-17 Adopted Budget
6,721	6,791
70	70
-	-
-	-
-	-
70	70
6,791	6,861

**Fund 73 - Foundation Private-Purpose Trust
Fund**

scholarships.

Beginning Fund Balance, July 1

Revenues & Transfers In

Expenses

Supplies

Other Services, Outgo, Transfers Out

Total Expenses

Surplus (deficit)

Ending Fund Balance, June 30,

2015-16 Estimated Actuals	2016-17 Adopted Budget
160,455	160,955
1,700	1,500
-	-
1,200	1,000
1,200	1,000
500	500
160,955	161,455

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 30, 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.

USE OF SCHOOL FACILITIES

Schedule of Facility Use Fees for the 2015-16 Year
Greater of the past two years' actual and current year projected actual

	<i>Class II</i>		<i>Class III</i>
	Direct Cost	Direct Cost	Fair Rental
<u>Indoor Facilities</u>	<u>Per Hour</u>	<u>Weekly Rate</u>	<u>Per Hour</u>
Classroom	\$ 7.00	\$ 70.00	\$ 19.00
Library	14.00	140.00	39.00
Elem School Multi-use	37.00	370.00	95.00
Elem School Kitchen	7.00	70.00	18.00
Middle School Multi-use: TBMS	68.00	680.00	176.00
Middle School Gym: TBMS	89.00	890.00	232.00
Middle School Kitchens: TBMS	15.00	150.00	38.00
Middle School Lockers: TBMS	29.00	290.00	74.00
Middle School Multi-use: GEMS	43.00	430.00	111.00
Middle School Kitchens: GEMS	8.00	80.00	21.00
Middle School Lockers: GEMS	28.00	280.00	73.00
High School Locker Rooms	26.00	260.00	66.00
High School Cafeteria	29.00	290.00	75.00
High School Kitchen	11.00	110.00	29.00
High School Theater	110.00	1,100.00	285.00
High School Gym	88.00	880.00	228.00
High School Multi	55.00	550.00	143.00
<u>Outdoor Facilities</u>			
Ball Field/Soccer/Softball	16.00	160.00	24.00
Football Stadium	119.00	1,190.00	179.00
Football Stadium w/Lights	151.00	1,510.00	227.00
Track Field	119.00	1,190.00	179.00
Elem Playfields and hardcourt areas	6.00	60.00	9.00
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

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Lincoln, California

USE OF SCHOOL FACILITIES

Schedule of Facility Use Fees for the 2015-16 Year
 Greater of the past two years' actual and current year projected actual

	<i>Class II</i>		<i>Class III</i>
	Direct Cost	Direct Cost	Fair Rental
<u>Indoor Facilities</u>	<u>Per Hour</u>	<u>Weekly Rate</u>	<u>Per Hour</u>
Classroom	\$ 7.00	\$ 70.00	\$ 18.00
Library	14.00	140.00	39.00
Elem School Multi-use	34.00	340.00	93.00
Elem School Kitchen	7.00	70.00	18.00
Middle School Multi-use: TBMS	63.00	630.00	171.00
Middle School Gym: TBMS	83.00	830.00	226.00
Middle School Kitchens: TBMS	14.00	140.00	37.00
Middle School Lockers: TBMS	27.00	270.00	72.00
Middle School Multi-use: GEMS	40.00	400.00	108.00
Middle School Kitchens: GEMS	8.00	80.00	20.00
Middle School Lockers: GEMS	26.00	260.00	71.00
High School Locker Rooms	24.00	240.00	64.00
High School Cafeteria	27.00	270.00	73.00
High School Kitchen	11.00	110.00	28.00
High School Theater	102.00	1,020.00	277.00
High School Gym	81.00	810.00	222.00
High School Multi	51.00	510.00	139.00
<u>Outdoor Facilities</u>			
Ball Field/Soccer/Softball	15.00	150.00	23.00
Football Stadium	110.00	1,100.00	165.00
Football Stadium w/Lights	140.00	1,400.00	210.00
Elem Playfields and hardcourt areas	6.00	60.00	9.00
Parking Lots	10.00	100.00	15.00

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

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:

Consider Approving Job Description for
College & Career Specialist

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Gabe Simon, Ed.D.
Assistant Superintendent

ENCLOSURES:

Proposed Job Description for
College & Career Specialist

DEPARTMENT:

Personnel Services

FINANCIAL INPUT/SOURCE:

CCPT Grant for Ag in 2016-2017
LCFF Supplemental in 2017 and beyond

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

As a part of the ongoing review of job descriptions and the needs of the District there exists a need to approve a job description for a College & Career Specialist in order to establish job requirements. In the short term, this job description and position supports the District's CCPT Grant for Ag and, long term, support the District's LCAP.

The College & Career Specialist job description has been reviewed and approved by WPTA.

RECOMMENDATION:

Administration recommends that the Board approve the job description for the College & Career Specialist position.

Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	College & Career Specialist
Department:	Educational Services
Reports to:	Assistant Superintendent of Educational Services

SUMMARY:

Assists with the development and implementation of college and career readiness programs. Provides information and guidance to students, teachers, counselors, and parents to ensure students' college and career readiness. Maintains accurate records of student participation in college and career readiness programs and transition to post-secondary education/training.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- * Regularly disseminates up-to-date information and research data to school staff, students, parents, and community members regarding academic planning for college and career readiness.
- * Maintains a District website (and supports schools in maintaining their website) with up-to-date information, resources, etc. regarding college and career readiness that is easily accessible to all WPUSD students and families.
- * Works collaboratively with community agencies and the business community to develop programs that support student internships, mentoring, job shadowing, etc.
- * Maintains accurate records of students participating in college and career readiness activities (i.e., WBL, CTSO, AVID, AP, Industry Certifications, etc.)
- * Assists with the administration of District college and career readiness programs (i.e., AVID, AP, CTE, Naviance) including the preparation of annual reports and articulation with post-secondary.
- * Assists with the development of schools' master schedules to ensure equitable access to college and career pathway completion for all students.
- * Remains informed of any changes in laws and policies related to college and career readiness.
- * Works closely with counselors to ensure students have clear understanding of District college and career pathways, aligned course offerings, and completion requirements.
- * Makes recommendations for staff development related to college and career readiness.
- * Actively participates in PLC collaboration meetings and supports the PLC process.
- * Serves on District/County College and Career Steering Committees/Advisories and/or the LCAP Committee, as needed.

- * Attends workshops, conferences, etc. to enhance existing skills in standards for college and career readiness and ability to connect students to post-secondary and sustainable career paths.
- * Coordinates and facilitates relevant workshops/presentations and in-services to WPUSD and community stakeholders.
- * Manages and updates college and career readiness resources for WPUSD staff in the Staff Room on the WPUSD Website.
- * Collects and analyzes relevant student achievement and program data to inform improvement efforts, including post-graduate placement data.
- * Assists with the development and/or implementation of college and career readiness curriculum.
- * Supports the process for selecting/adopting college and career readiness materials and resources.
- * Engages in discussions with WPUSD staff to encourage reflection on effectiveness of strategies for preparing students for college and career.
- * Other related duties as assigned.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must have at least three years of credentialed classroom teaching and/or college and career counseling experience and be able to perform each essential duty satisfactorily. Applicant must have strong interpersonal skills. Recent attendance at relevant professional development workshops and/or series focusing on college and career readiness standards, career pathways, work-based learning, project-based/linked learning, AVID, AP and/or academic/career planning.

EDUCATION/EXPERIENCE:

Required: Bachelor's Degree; 3 years (minimum) of successful teaching and/or counseling college and career readiness

Desired: 3 years' of experience (minimum) in a career other than education; Teacher and/or counselor leadership experience; experience facilitating college and career readiness activities, including but not limited to: college and career fair, work-based learning, project-based/linked learning and college/technical school and financial aid workshops; operational knowledge of career technical student organizations (CTSOs); knowledge of AVID and AP programs; knowledge of career pathways and post-secondary articulation

CERTIFICATES, LICENSES, REGISTRATIONS:

Required: Valid California Teaching and/or Pupil Personnel Services (PPS) Credential

LANGUAGE SKILLS:

Required: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write and research reports, business correspondence, and procedure manuals. Ability to effectively present

information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and algebra. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory in instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lb. such as boxes of books and technology carts. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud.

The information contained in this job description is for compliance with the American with Disabilities Act (A.M.) and is not an exhaustive list of the duties performed for this position. The individuals holding this position may perform additional duties as assigned.

**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:

Contract Extension for
Director of Technology

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Gabe Simon, Ed.D. *GS*
Assistant Superintendent of Personnel Services

ENCLOSURES:

N/A

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

The Western Placer Unified School District's Director of Technology is Tsugufumi Furuyama. His current contract expires on June 30, 2017.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the extension the Director of Technology Tsugufumi Furuyama's contract to June 30, 2018.

**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	
<ol style="list-style-type: none">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 students2. 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:

Placer County School Boards Association
Elections - Committee Nominations

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

Placer County School Boards Association (PCSBA) has two 2-year positions expiring in November 2016 on the Executive Committee of the Placer County School Boards Association.

The process for selection is for each school district and community college district board to submit a nomination for the positions. There are (3) 2-year terms and (4) 3-year term positions. The individual serves for a two or three year term and the committee meets only as necessary, usually once or twice a year. The election will take place in August and terms will commence on December 1st.

ADMINISTRATION RECOMMENDATION:

The administration recommends the Board of Trustees participate in the nomination process.



Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us
Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

June 8, 2016

To: School District Superintendents & Sierra College President

From: Gayle Garbolino-Mojica, County Superintendent

RE: Placer County School Boards Association Elections

Placer County School Boards Association (PCSBA) has two 2-year positions expiring in November 2016 on the Executive Committee of the Placer County School Boards Association.

The process for selection is for each school district and community college district board to submit a nomination for the positions. The PCSBA works in harmony with the County Office of Education to take advantage of workshops and inservice opportunities for school board members throughout the county. There are (3) 2-year term and (4) 3-year term positions. The individual serves for a two or three year term and the committee meets only as necessary, usually once or twice a year. The election will take place in August and terms will commence on December 1st.

Please discuss this with your Board. If you have any interested Board members, please fill out the form below and submit the name(s) to my office, attention, Jessica Garlock, no later than August 15, 2016.

Thank you.

PLACER COUNTY SCHOOL BOARDS ASSOCIATION

NOMINATIONS FOR OPEN POSITIONS

Nomination Name _____

☐ 2-year term

Nomination Name _____

☐ 2-year term

Submitted by: _____ School District Board of Trustees

Please submit your district's nomination(s) to Jessica Garlock at 888.292.4936 (fax) or email at jgarlock@placercoe.k12.ca.us

cc: District Superintendent Assistants
Sierra College Executive Assistants

**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:

Adoption of Revised/New
Policies/Regulations/Exhibits

AGENDA ITEM AREA:

Action

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 30, 2016

ROLL CALL REQUIRED:

No

BACKGROUND:

These new and/or revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- AR 4112.23 Special Education Staff
- AR 5112.20 Exclusions From Attendance
- AR 6142.1 Sexual Health and HIV/AIDS Prevention Instruction
- AR 6173.1 Education For Foster Youth
- BP 6179 Supplemental Instruction
- BP 6190 Evaluation of the Instructional Program
- BB 9270 Conflict of Interest

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

MANUAL MAINTENANCE GUIDESHEET

October/December 2015/May 2016

Page 1 of 2

Note: Description below identify major changes in revised materials. Editorial changes have also been made.

AR 4112.23 - Special Education Staff

(AR revised)

Regulation updated to delete outdated section on "Teachers of Students with Autism" and to update the credentials and added authorizations available from the Commission on Teacher Credentialing which authorize instruction in special education and related services. Regulation also adds material related to the emergency permit for resource specialists, the provisional internship permit and short-term staff permit, credential waivers, qualifications of employees providing related services, professional development, and induction programs.

AR 5112.2 - Exclusions from Attendance

(AR revised)

Regulation updated to clarify the circumstances under which students must or may be denied admission or be temporarily excluded from school. Regulation reflects **NEW LAW** (SB 277, 2015) which eliminates the immunization exemption based on a parent/guardian's personal beliefs, except in cases where a parent/guardian submits a letter or written affidavit by January 1, 2016. Regulation also adds the period of time for which each exclusion is applicable.

AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction

(AR revised)

Regulation updated to reflect **NEW LAW** (AB 329) which requires districts to provide comprehensive sexual health education in grades 7-12 and to integrate such instruction with HIV prevention education. Regulation adds new section on "Definitions" and, pursuant to AB 329, expands program criteria and merges the components of sexual health education and HIV prevention education.

AR 6173.1 - Education for Foster Youth

(AR revised)

Regulation updated to reflect **NEW LAW** (AB 854) establishing the Foster Youth Services Coordinating Program to facilitate ongoing collaboration among local educational agencies, county child welfare agencies, and county probation departments. Section on "Applicability of Graduation Requirements" revised to reflect **NEW LAW** (SB 172) which suspends through the 2017-18 school year the requirement to pass the high school exit exam and **NEW LAW** (AB 1166) which provides that a foster youth who transfers between schools or into the district after the second year of high school must be exempted from local graduation requirements under certain conditions even after he/she ceases to be a foster youth and even if the district fails to provide the required notification. New section on "Notification and Complaints" reflects **NEW LAW** (AB 379) which provides that complaints of noncompliance with specified laws regarding the education of foster youth may be filed using uniform complaint procedures.

BP 6179 - Supplemental Instruction

(BP revised)

Policy updated to delete material requiring supplemental instruction to be provided to students in grades 7-12 who do not demonstrate sufficient progress toward passing the high school exit exam, as the exit exam is suspended through the 2017-18 school year pursuant to **NEW LAW** (SB 172). Policy also revised to clarify that the provision of supplemental instruction to students in grades 2-6 who are "at risk" of retention is optional. List of optional instruction consolidated and revised to add item #3 regarding instruction to high school students who need support to successfully complete courses required for graduation.

BP 6190 - Evaluation of the Instructional Program

(BP revised)

Policy updated to reflect the suspension of the state Academic Performance Index and **NEW LAW** (AB 104, 2015) which adds homeless students to the definition of numerically significant student subgroups whose progress toward district goals must be annually assessed. Policy also updates section on Federal Program Monitoring (FPM) to reflect new state tools for monitoring categorical programs, and actions needed if the FPM review results in a finding of noncompliance.

BB 9270 - Conflict of Interest

(BB revised)

Bylaw reorganized and updated to reflect requirement to submit the conflict of interest code to the code reviewing body (i.e., county board of supervisors or Fair Political Practices Commission, as appropriate) by the deadline established by the code reviewing body, merge material on the "rule of necessity" into the section "Conflict of Interest under the Political Reform Act," expand material on "noninterests" in the section "Conflict of Interest under Government Code 1090 - Financial Interest in a Contract" to include additional examples of noninterests, and include the exceptions to the gift limitation.

For Board Approval: June 30, 2016

SPECIAL EDUCATION STAFF

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization **issued by the Commission on Teacher Credentialing (CTC)** that specifically authorizes him/her to teach students with that primary disability within the program placement recommended in the students' individualized education program (IEP). (5 CCR 80046.15, 80048.79.4)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (5 CCR 6100-6126; 20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57; 300.18)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The district may employ a person with an appropriate district internship credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district internship program. (Education Code 44325, 44326, 44830.3)

(cf. 4112.21 - Interns)

The Superintendent or designee may request the Commission on Teacher Credentialing (CTC) to issue a special education limited assignment teaching permit to authorize a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. ~~In so doing, the district shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026.~~ If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80027.1)

As needed, the district may apply to the CTC for an emergency permit for resource specialist services pursuant to 5 CCR 80023.2 and 80024.3.1.

When requesting either a limited assignment teaching permit or an emergency resource specialist permit, the Superintendent or designee shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026 and has been approved by the Board at a regularly scheduled Board meeting. (5 CCR 80026)

SPECIAL EDUCATION STAFF

If there is a need to immediately fill a classroom vacancy or a suitable credentialed teacher cannot be found after a diligent search, the Superintendent or designee may, as appropriate, apply to the CTC for a short-term staff permit pursuant to 5 CCR 80021, a provisional internship permit pursuant to 5 CCR 80021.1, or, as a last resort, a credential waiver.

Individuals providing related services to students with disabilities, including developmental, corrective, and other supportive and related services, shall meet the applicable qualifications specified in 5 CCR 3051-3051.24. (5 CCR 3051; 34 CFR 300.34, 300.156)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

The Superintendent or designee shall provide ongoing professional development as needed to assist special education staff in updating and improving their knowledge and skills.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Whenever a candidate for a clear education specialist credential is employed by the district, the Superintendent or designee shall, within 60 days of employment, collaborate with the candidate and, as applicable, with the college or university to develop an individualized induction plan including supported induction and job-related course of advanced preparation. (5 CCR 80048.8.1)

(cf. 4131.1 - Teacher Support and Guidance)

Resource Specialists

The district's **duties of** resource specialist program shall provide **include**, but not be limited to: (Education Code 56362; 5 CCR 80070.5)

1. ~~Resource specialist(s) to~~ Provide instruction and services for students whose needs have been identified in an individualized education program (IEP) ~~and who are assigned to regular classroom teachers for a majority of the school day~~

~~A student shall not be enrolled in a resource specialist program for a majority of a school day without approval by the student's IEP team.~~

2. **Conducting educational assessments**

2.

3. **Providing** information and assistance to students with disabilities and their parents/guardians

SPECIAL EDUCATION STAFF (continued)

4. **Providing** ~~consultation, with and provision of~~ resource information and material regarding students with disabilities to staff members **in the regular education program and** their parents/guardians ~~and other~~
5. Coordination of special education services with the regular school programs for each student **with disabilities** enrolled in the resource specialist program
6. Monitoring of student progress on a regular basis, participationg in the review and revision of IEPs as appropriate, and referral of students who do not demonstrate sufficient progress to the IEP team
- ~~7. At the secondary school level, emphasis on academic achievement, career and vocational development, and preparation for adult life~~
7. **Providing services for secondary students that emphasize academic achievement, career and vocational development, and preparation for adult life**

Any student who receives resource specialist services shall be assigned to regular classroom teacher(s) for a majority of the school day, unless his/her IEP team approves enrollment in the resource specialist program for a majority of the school day. (Education Code 56362; 5 CCR 80070.5)

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362 ~~and 5 CCR 80070.8.~~ (Education Code 56362)

~~Teachers of Students with Autism~~

~~A teacher whose preliminary Level I education specialist credential or other previously issued credential authorizes him/her to provide instruction to students with mild and moderate disabilities may be assigned to provide instruction to students with autism, provided that the teacher satisfies either of the following criteria prior to the assignment: (Education Code 44265.1)~~

~~The teacher has provided full-time instruction for at least one year prior to September 1, 2007, in a special education program that serves students with autism in accordance with their IEP and received a favorable evaluation or recommendation from the district or school to teach students with autism.~~

SPECIAL EDUCATION STAFF (continued)

~~2. The teacher has completed a minimum of three semester units of coursework in the subject of autism offered by a regionally accredited institution of higher education.~~

~~The Superintendent or designee shall report teachers assigned under the criteria specified in items #1 and 2 above to the county office of education as part of the annual assignment monitoring pursuant to Education Code 44258.9. (Education Code 44265.1)~~

~~The Superintendent or designee may employ and assign a teacher to provide instruction to students age 3-4 who are diagnosed with autism if the teacher holds a valid preliminary Level~~

~~I or clear Level II education specialist credential, is authorized to provide instruction to students with autism, and satisfies either of the criteria listed in items #1 and 2 above, except that the prior service shall have been with autistic students age 3-4 or the completed coursework shall have been in the subject of special education related to early childhood education. (Education Code 44265.2)~~

~~Verification of experience or coursework for any teacher of autistic students shall be maintained on file in the district or school office. (Education Code 44265.1, 44265.2)~~

Caseloads

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, the collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4141/4241 - Collective Bargaining Agreement)

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362; **56362.1**; 5 CCR 3100)

(cf. 1431 - Waivers)

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases unless otherwise specified and reasons stated in the SELPA plan **specifies a higher average caseload and states the reason for the higher average caseload**. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 shall not exceed 40. (Education Code 56363.3, 56441.7)

SPECIAL EDUCATION STAFF (continued)*Legal Reference:*EDUCATION CODE**8264.8 Staffing ratios***44250-44279 Credentials, especially:**44256 Credential types, specialist instruction**44258.9 Assignment monitoring**44265-44265.9 Special education credential**44325-44329.5 District interns***44830.3 District interns, supervision and professional development***56000-56865 Special Education, especially:**56195.8 Adoption of policies**56361 Program options**56362-56362.5 Resource specialist program, contents, direction, resource specialists, case loads, assignments, instructional aide, pupil enrollment**56362.5 Resource specialist certificate of competence**56363.3 Average Maximum caseload, limits language, speech, and hearing specialists***56440-56441.7 Programs for individuals between the ages of three and five years; caseloads**CODE OF REGULATIONS, TITLE 5**3051.1 – 3051.24 Staff qualifications to provide related services to students with disabilities***Language, speech and hearing development and remediation; appropriate credential**3100 Waivers of maximum caseload for resource specialists**6100-6126 Teacher qualifications, No Child Left Behind Act***80021 Short-term staff permit****80021.1 Provisional internship permit****80023.2 Emergency permits****80025.4 Substitute teaching, special education***80026 Declaration of need for fully qualified educators**80027.1 Special education limited assignment teaching permit**80049-80046.1 Adapted physical education specialist**80046.5 Credential holders authorized to serve students with disabilities***80047-80047.9 Credentials to provide instructional services to students with disabilities***80048-80048.6 Credential requirements and authorizations**80070.1-80070.68 Resource specialist certificate of competence*UNITED STATES CODE, TITLE 20*1400-1482 Individuals with Disabilities Education Act, especially:**1401 Definition of highly qualified special education teacher**6319 Highly qualified teachers**7801 Definitions, highly qualified teacher*CODE OF FEDERAL REGULATIONS, TITLE 34*200.55-200.57 Highly qualified teachers**300.8 Definition of autism**300.18 Highly qualified special education teachers***300.34 Related services***300.156 Special education personnel requirements**Management Resources: (see next page)*

SPECIAL EDUCATION STAFF (continued)*Management Resources:**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**Handbook on Developing and Implementing Early Childhood Special Education Programs and Services, 2001**COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE**09-16 Approval of Additions to Title 5 Regulations Pertaining to Added Authorizations in Special Education, July 23, 2009**09-15 Approval of Amendments to Title 5 Regulations Pertaining to General and Special Education Limited Assignment Teaching Permits, July 23, 2009**08-13 Alternative Route to Provide Special Education Services to Students with Autism Ages Three and 4, October 9, 2008**08-10 Alternative Route to Provide Special Education Services to Students with Autism, July 7, 2008**COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS**Standards of Quality and Effectiveness for Education Specialist Credential Programs (including University Internship Options) and Clinical Rehabilitative Services Programs, 1996**Special Education Teaching and Services Credentials, Added Authorizations in Special Education, and Limited Assignment Permits for California Prepared Teachers: Frequently Asked Questions, May 26, 2014**Education Specialist Teaching and Other Related Services Credential Program Standards, 2012**WEB SITES*

California Association of Resource Specialists and Special Education Teachers:

<http://www.carsplus.org>California Department of Education, Special Education: <http://www.cde.gov/sp/se>California Speech-Language-Hearing Association: <http://www.csha.org>Commission on Teacher Credentialing: <http://www.ctc.ca.gov>National Association of Special Education Teachers: <http://www.naset.org>

Regulation
 approved: September 4, 2007
 revised: December 7, 2010
 revised: March 6, 2012
 revised: June 30, 2016

WESTERN PLACER UNIFIED SCHOOL DISTRICT
 Lincoln, California

EXCLUSIONS FROM ATTENDANCE

The Superintendent or designee shall ensure that each child entering a district school at any grade level adheres to district admission requirements and enrollment procedures.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5116 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5125 - Student Records)

(cf. 5141.3 - Health Examinations)

Mandatory Exclusions

The Superintendent or designee shall not unconditionally admit any student to an elementary or secondary school, preschool, or child care and development program for the first time, nor, after July 1, 2016, admit or advance any student to grade 7 unless the student has been fully immunized in accordance with Health and Safety Code 120335 and BP/AR 5141.31 - Immunizations or is exempted by law.

If a conditionally admitted student has not received required immunizations within 10 days after his/her parent/guardian has been notified of the need to do so, the student shall be excluded until he/she provides written evidence that he/she has received the vaccines due at that time. (Education Code 48216; Health and Safety Code 120335, 120370; 17 CCR 6055)

(cf. 5141.31 - Immunizations)

(cf. 5141.22 - Infectious Diseases)

The Superintendent or designee shall not admit a student who is reasonably suspected of having active tuberculosis. He/she shall be denied admission until the local health officer or licensed medical practitioner informs the district, in writing, that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 121485, 121495, 121505)

(cf. 5141.26 - Tuberculosis Testing)

The Superintendent or designee shall exclude a student who is infected with any contagious or infectious disease. The student shall be permitted to return to school when a medical provider informs the Superintendent or designee in writing that he/she is satisfied that the contagious or infectious disease no longer exists. (Education Code 49451; 5 CCR 202)

The Superintendent or designee shall exclude a student who resides where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed and who is subject to strict isolation or quarantine of contacts, unless written permission of the health officer is provided. (Health and Safety Code 120230)

EXCLUSIONS FROM ATTENDANCE (continued)**Permissive Exclusions**

A Sstudents may be excluded from attendance at district schools if ~~they~~ **under either of the following circumstances:**

1. **If there is good cause to believe that the student has been exposed to any disease stated in Health and Safety Code 120335 and his/her documentation of immunization does not show proof of immunization against that disease, the student may be temporarily excluded from the school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120335, 120370) Are under the legal age of attendance, except as otherwise provided by law. (Education Code 48210)**

~~(cf. 5111 Admission)~~

- ~~2. Do not present evidence of immunization from certain infectious diseases as required by law. A student shall not be excluded, however, if the parent/guardian, in writing, requests exemption from the immunization requirement on the basis of the student's physical condition or a conflict with the parent/guardian's religious beliefs. (Health and Safety Code 120335, 120365, 120370)~~

~~(cf. 5141.31 Immunizations)~~

- ~~3. Are reasonably suspected of having active tuberculosis. (Health and Safety Code 121485, 121495, 121505)~~

~~(cf. 5141.26 Tuberculosis Testing)~~

~~(cf. 5141.33 Head Lice)~~

- ~~4. Are infected with any contagious or infectious disease. (Education Code 49451; 5 CCR 202)~~

~~(cf. 5141.22 Infectious Diseases)~~

- ~~5. Reside where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed, unless written permission of the health officer is provided. (Health and Safety Code 120230)~~

26. Have not had the health screening, specified in Health and Safety Code 124040, before or within the first 90 days of attending first grade. Such students may be excluded for up to five days unless the parent/guardian has presented a waiver or the district has exempted the student from this requirement in accordance with law. (Health and Safety Code 124105)

EXCLUSIONS FROM ATTENDANCE (continued)

(cf. 5141.32 – Health Screening for School Entry)
~~*(cf. 5141.32 – Child Health and Disability Prevention Program)*~~

Notifications to Parents/Guardians

~~Prior to excluding a student from attendance, the Superintendent or designee shall send a notice to the student's parent/guardian stating the facts leading to the exclusion.~~

The Superintendent or designee may exclude a student without prior notice to the parent/guardian if the student is excluded because **for any of the following reasons:** (Education Code 48213)

1. He/she resides in an area subject to quarantine pursuant to Health and Safety Code 120230
2. He/she is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to Education Code 49451.
3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

However, in such cases, the Superintendent or designee shall send a notice as soon as reasonably possible after the exclusion. (Education Code 48213)

(cf. 5145.6 – Parental Notifications)

In all other cases, the Superintendent or designee shall send a notice to the student's parent/guardian stating the facts leading to the exclusion, prior to excluding the student from attendance.

Appeals from Exclusion

Upon exclusion of his/her child, a parent/guardian may meet with the Superintendent or designee to discuss the exclusion. If the parent/guardian disagrees with the decision of the Superintendent or designee to exclude his/her child, he/she may appeal the decision to the Board of Trustees.

The parent/guardian shall have an opportunity to inspect all documents upon which the district is basing its decision, to challenge any evidence and question any witness presented by the district, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

Legal Reference: (see next page)

EXCLUSIONS FROM ATTENDANCE (continued)

Legal Reference:

EDUCATION CODE

48210-48216 *Persons excluded*

49076 *Access to records by persons without written consent or under judicial order*

49408 *Information of use in emergencies*

49451 *Parent's refusal to consent*

HEALTH AND SAFETY CODE

120230 *Exclusion of persons from school*

120325-120380 *Educational and child care facility immunization requirements*

121475-121520 *Tuberculosis tests for students*

124025-124110 *Child Health and Disability Prevention Program*

CODE OF REGULATIONS, TITLE 5

202 *Exclusion of students with a contagious disease*

CODE OF REGULATIONS, TITLE 17

6055 *Exclusion for failure to obtain required immunizations*

Management Resources:

CSBA PUBLICATIONS

Recent Legislation on Vaccines: SB 277, Fact Sheet, August 2015

WEB SITES

CSBA: <http://www.csba.org>

California Department of Public Health, Immunization Branch:

<http://www.cdph.ca.gov/programs/immunize>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

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WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION*Definitions*

Comprehensive sexual health education means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections. (Education Code 51931)

HIV prevention education means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. (Education Code 51931)

(cf. 6142.8 - *Comprehensive Health Education*)

(cf. 6143 - *Courses of Study*)

Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. (Education Code 51931)

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. (Education Code 51931)

~~Comprehensive Sexual Health Instruction~~ *General Criteria for Instruction and Materials*

The Superintendent or designee shall ensure that the district's comprehensive sexual health and HIV prevention instructional materials: ~~education curriculum shall satisfy the following criteria:~~ (Education Code 51931, 51933)

1. ~~Instruction and materials shall be~~ **Are** age appropriate.

~~Age appropriate~~ refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

2. All factual information presented shall be **and** medically accurate and objective.

~~Medically accurate~~ means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

~~with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.~~

3. ~~Instruction and materials shall align with support the following purposes as specified in Education Code 51930: be made available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner student, as otherwise provided in the Education Code.~~
 - a. **To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy**
 - b. **To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family**
 - c. **To promote understanding of sexuality as a normal part of human development**
 - d. **To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end**
 - e. **To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors**
4. ~~Instruction and materials shall be~~ **Are** appropriate for use with students of all races, genders, sexual orientations, **and** ethnic and cultural backgrounds, and students with disabilities; **and English learners.**

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 6174 - Education for English Language Learners)

5. ~~Instruction and materials shall be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code~~

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

- 6. ~~Instruction and materials shall encourage a student to communicate with his/her parents/guardians about human sexuality.~~ **Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids**
- 97. ~~Instruction and materials may~~ **Do not reflect or promote bias against any person on the basis of any category in protected categories of discrimination pursuant to by Education Code 220.**
- 78. ~~Instruction and materials shall teach respect for marriage and committed relationships.~~ **Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships**
- 9. **Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes**
- 10. **Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities**
- 811. ~~Instruction and materials may~~ **Do not teach or promote religious doctrine.**

(cf. 5145. 3 - Nondiscrimination/Harassment)

Components of Sexual Health and HIV Prevention Education

The district's comprehensive sexual health education and HIV prevention education for students in grades 7-12, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following: (Education Code 51934)

- 1. **The nature of HIV and other sexually transmitted infections and their effects on the human body**
- 2. **The manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use**
- 10. ~~Beginning in grade 7, instruction and materials shall teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy, teach that abstinence from sexual activity is the only certain way to prevent sexually transmitted~~

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

~~diseases, and provide information about the value of abstinence while also providing medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.~~

- ~~11. Beginning in grade 7, instruction and materials shall provide information about sexually transmitted diseases. This instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases.~~

- 3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy**

The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

(cf. 5141.25 - Availability of Condoms)

(cf. 5146 – Married/Pregnant/Parenting Students)

- ~~124. Beginning in grade 7, instruction and materials shall provide Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved contraceptive methods in preventing or reduce the risk of contracting HIV and other sexually *transmitted infections, pregnancy, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention. but not limited to, emergency contraception.~~
- 5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing**
- 6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others**
- 7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV**

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and that testing is the only way to know if one is HIV-positive

- 8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence**
- 9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:**
 - a. Parenting, adoption, and abortion**
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5**
 - c. The importance of prenatal care**
- 10. Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking**
- ~~13. Beginning in grade 7, instruction and materials shall provide students with skills for making and implementing responsible decisions about sexuality.~~
- ~~14. Beginning in grade 7, instruction and materials shall provide students with information on the law on surrendering physical custody of a minor child 72 hours or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5.~~

(cf. 6143 - Courses of Study)

- ~~15. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of unwanted adolescent pregnancy.~~
- ~~16. Advise student of the laws pertaining to their financial responsibility to children born in and out of wedlock.~~
- ~~17. Advise students that it is unlawful pursuant to Penal Code 261.5 for males or females of any age to have sexual relations with males or females under the age of 18 to whom they are not married.~~

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

~~18. Emphasize that students have the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for one's self and others.~~

~~19. Teach students that it is wrong to take advantage of, or to exploit, another person.~~

~~At the secondary level, the family life/sex education program shall be placed in a course that is required for all students. Teachers who provide instruction in family life/sex education shall have professional preparation, either preservice or inservice, in the subject area.~~

HIV/AIDS Prevention Instruction

~~HIV/AIDS prevention instruction shall be offered at least once in junior high or middle school and once in high school by instructors trained in the appropriate courses. Instruction shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences and shall include: (Education Code 51934)~~

- ~~1. Information on the nature of HIV/AIDS and its effects on the human body.~~
- ~~2. Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection.~~
- ~~3. Discussion of methods to reduce the risk of HIV infection, including:

 - ~~a. Emphasis that sexual abstinence, monogamy, the avoidance of multiple sexual partners and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention.~~
 - ~~b. Statistics based upon the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection.~~
 - ~~c. Information on other methods that may reduce the risk of HIV transmission from intravenous drug use.~~~~
- ~~4. Discussion of the public health issues associated with HIV/AIDS.~~
- ~~5. Information on local resources for HIV testing and medical care.~~
- ~~6. Development of refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.~~

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

- ~~7. Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS. This instruction shall emphasize compassion for persons living with HIV/AIDS.~~

Professional Development

The district's comprehensive sexual health education and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (Education Code 51931, 51933, 51934)

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

(cf. 4131 - Staff Development)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for personnel who have demonstrated expertise or received in-service training from the CDE or Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education for district personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

In-Service Training and Use of Consultants or Guest Speakers

The Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The Superintendent or designee shall ensure that any instruction provided by an outside

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

(cf. 6145.8 - Assemblies and Special Events)

~~The district's instruction shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. (Education Code 51932, 51933, 51934)~~

~~The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV/AIDS prevention education, through regional planning, joint powers agreements or contract services. (Education Code 51935)~~

~~In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV/AIDS prevention education and with the California Department of Education. (Education Code 51935)~~

~~The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV/AIDS. In-service training shall be voluntary for district personnel who have demonstrated expertise or received in-service training from the California Department of Education or federal Centers for Disease Control and Prevention. (Education Code 51935)~~

Parent/Guardian Notification

At the beginning of each school year or at the time of a student's enrollment, the Superintendent or designee shall notify parents/guardians about instruction in comprehensive sexual health education and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

- 1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection**
- 2. That parents/guardians have a right to excuse their child from comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the district**
- 3. That parents/guardians have a right to request a copy of Education Code 51930-51939**
- 4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants**

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

If the district chooses to use outside consultants or to hold an assembly with guest speakers to deliver comprehensive sexual health or HIV prevention education, the notification shall include: (Education Code 51938)

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933, 51934, and 51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code 51938)

(cf. 5145.6 - Parental Notifications)

Nonapplicability to Certain Instruction or Materials

The requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent shall not apply to the following: (Education Code 51932)

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education

(cf. 6142.93 - Science Instruction)

2. Instruction or materials that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions

Regulation
approved: September 4, 2007
revised: August 17, 2010
revised: June 30, 2016

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

EDUCATION FOR FOSTER YOUTH**Definitions**

Foster youth means a child who has been subject to one of the following: removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

1. ~~Has been removed from his/her home pursuant to Welfare and Institutions Code 309 (temporary custody)~~
2. ~~Is the subject of a petition filed under Welfare and Institutions Code 300 or 602 (jurisdiction of juvenile court)~~
3. ~~Has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602~~
4. ~~Is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Codes 450, and satisfies the criteria specified in Education Code 42238.01.~~

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

School of origin means the school that the foster youth attended when permanently housed or the school in which the student was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interest of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

EDUCATION FOR FOSTER YOUTH (continued)

District Liaison

The Superintendent or designee designates the following position as the district liaison for foster youth: (Education Code 48853.5)

District Homeless Liaison
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648
916-645-6350

(cf. 6173 - Education for Homeless Children)

The district's liaison for foster youth shall: ~~(Education Code 48645.5, 48853.5)~~

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care **(Education Code 48853.5)**

~~*(cf. 1400 - Relations between Other Governmental Agencies and the Schools)*~~
~~*(cf. 5141.6 - Student Health and Social Services)*~~

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48853.5, 48645.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain all academic and other records, within two business days of receiving the request. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

~~*(cf. 5117 - Interdistrict Attendance)*~~
~~*(cf. 5125 - Student Records)*~~
~~*(cf. 6146.3 - Reciprocity of Academic Credit)*~~

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

~~*(cf. 5144.1 - Suspension and Expulsion/Due Process)*~~
~~*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*~~
~~*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*~~

EDUCATION FOR FOSTER YOUTH (continued)

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

5. **As needed,** Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling and health services, or after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures **for creating awareness for so** that district staff, including principals, school registrars, and attendance clerks, ~~are aware of the requirements for the proper enrollment, placement, and transfer of foster youth, and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in Board policy~~

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

7. Collaborate with the county **office of education, county placing agency, county child welfare agency, social services, county probation department, officers, juvenile court, and other appropriate agencies to help officers, non-profit organizations, and advocates to help** coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5149 - At-Risk Students)

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in ~~Board policy~~ **the district's local control and accountability plan.**

(cf. 0460 - Local Control and Accountability Plan)

EDUCATION FOR FOSTER YOUTH (continued)

The Superintendent or designee shall regularly monitor the caseload of the district liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

(cf. 4115—Evaluation/Supervision)

(cf. 4315—Evaluation/Supervision)

Enrollment

A foster youth **student** placed in a licensed children's institution or foster family home shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:

- a. The student has a right to attend a regular public school in the least restrictive environment.
- b. The alternate educational program is a special education program, if applicable.
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 – Intradistrict Open Enrollment)

(cf. 5117 – Interdistrict Attendance)

(cf. 6159.3 – Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above

EDUCATION FOR FOSTER YOUTH (continued)

- a. The student may continue in the school of origin for the duration of the court's jurisdiction. ~~or, if the court's jurisdiction is terminated prior to the end of a school year, then for remainder of the school year.~~
- b. **If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.**
- c. **If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.**
- ~~b. To provide the student the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts, a student who is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.~~
- d. **If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.**

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interest. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

EDUCATION FOR FOSTER YOUTH (continued)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agree that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The **foster** youth shall be immediately enrolled even if he/she: ~~has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to produce records, such as academic, medical records, including, but not limited to, immunization records or other documentation or proof of residency, or clothing normally required for enrollment.~~ (Education Code 48853.5)

1. **Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended**

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. **Does not have clothing normally required by the school, such as school uniforms**

(cf. 5132 - Dress and Grooming)

3. **Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation**

(cf. 5111.1 - District Residency)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Within two business days of a request for enrollment, the liaison shall contact the school last attended by the student to obtain all academic and other records. Upon receiving a request from a new school, the liaison for the school last attended shall provide all records within two business days of receiving the request. (Education Code 48853.5)

If the **foster youth** or a person with the right to make educational decisions for a ~~foster youth~~ or the foster youth disagrees with the liaison's enrollment recommendation he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within 30 **calendar** days of receipt of the appeal. Within 30 **calendar** days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board of Trustees. The Board shall consider the issue at its next regularly-scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

EDUCATION FOR FOSTER YOUTH (continued)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. **A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school**
2. **A verified court appearance or related court-ordered activity**

(cf. 5121 - Grades/Evaluation of Student Achievement)

Transfer of Coursework and ~~Credits~~ Applicability of Graduation Requirements

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

EDUCATION FOR FOSTER YOUTH (continued)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Application of Graduation Requirements

To obtain a high school diploma, a foster youth shall ~~pass the high school exit examination in English language and mathematics,~~ complete all courses required by Education Code 51225.3, and fulfill any additional graduation requirement prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

However, ~~When a foster youth in grade 11 or 12 who has completed his/her second year of high school~~ transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all coursework and other ~~district-established~~ graduation requirements, ~~adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3 and the high school exit examination,~~ unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school **by the end of his/her fourth year of high school. ~~while he/she remains in foster care.~~ **Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.3, 60851)****

~~Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)~~

EDUCATION FOR FOSTER YOUTH (continued)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

Grades/Credits

~~Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)~~

EDUCATION FOR FOSTER YOUTH (continued)

1. ~~A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date he/she left school~~
2. ~~A verified court appearance or related court-ordered activity~~

(cf. 5121 - Grades/Evaluation of Student Achievement)

Eligibility for Extracurricular Activities

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 5145.6 - Parental Notifications)

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation
approved: September 4, 2007
revised: March 6, 2012,
revised: December 4, 2012
revised: May 19, 2015
revised: June 30, 2016

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

SUPPLEMENTAL INSTRUCTION

The Board of Trustees recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. **Supplemental instruction may be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.**

(cf. 0460 – Local Control and Accountability Plan)
(cf. 5113.1 – Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
~~*(cf. 5148.2 – Before/After School Programs)*~~
~~*(cf. 5149 – At-Risk Students)*~~
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. **When supplemental instruction is offered during the regular school day, it may also be provided during the regular school day provided it does not supplant the student's instruction in the core curriculum areas or physical education.**

(cf. 5148.2 - Before/After School Programs)
(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6142.7 – Physical Education and Activity)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction shall be offered to:

1. Students **in grades 2-9** who have been recommended for retention at their current grade level ~~or at risk of retention~~ (Education Code **37252.2, 48070.5**)

SUPPLEMENTAL INSTRUCTION (continued)

2. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 5123 - Promotion/Acceleration/Retention)

In addition, supplemental instruction may be offered to:

1. **Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators**

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.51 - State Academic Achievement Tests)

2. **Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards**

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

3. **High school students who need support to successfully complete courses required for graduation**

- ~~3. Students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation. (Education Code 60851)~~

~~*(cf. 6162.52 - High School Exit Examination)*~~

~~"Sufficient progress" shall be determined based on a student's results on the state assessments administered pursuant to Education Code 60640, 60649 and the minimum levels of proficiency recommended by the State Board of Education.~~

~~*(cf. 5121 - Grades/Evaluation of Student Achievement)*~~

The curriculum of the supplemental instructional program shall reflect state academic content standards to the extent that the district curriculum is aligned with those state

SUPPLEMENTAL INSTRUCTION (continued)

~~standards, and shall be designed to assist students to succeed on the exit exam. (Education Code 60851)~~

~~In addition, contingent on the district budget and local control and accountability plan (LCAP), supplemental instruction may be offered to students who:~~

- ~~1. Based on state assessment results, grades, or other indicators, demonstrate academic deficiencies in core curriculum areas that may jeopardize their attainment of academic standards~~
- ~~2. Have not passed one or both parts of the high school exit exam by the end of grade 12~~
- ~~3. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program~~

~~(cf. 0460—Local Control and Accountability Plan)~~

~~(cf. 3100—Budget)~~

~~(cf. 3553—Free and Reduced Price Meals)~~

~~(cf. 6173.1—Education for Foster Youth)~~

~~(cf. 6174—Education for English Language Learners)~~

Optional Supplemental Programs

~~As funding, facilities, and staffing permit, supplemental instruction may be offered to:~~

- ~~1. Students in grades 2-6 who have been identified as being "at risk" of retention pursuant to Education Code 48070.5 (Education Code 37252.8)~~
- ~~2. Students in grades 2-6 who have been identified as having a deficiency in mathematics, reading, or written expression based on the results of the Standardized Testing and Reporting Program (Education Code 37252.8)~~

Legal Reference: (see next page)

SUPPLEMENTAL INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, **summer school**

~~41505-41508 Pupil Retention Block Grant~~

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-41228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

60850-60859 High school exit examination, **especially:**

60851.5 Suspension of high school exit examination

CODE OF REGULATIONS, TITLE 5

11470-11472 Summer school

UNITED STATES CODE, TITLE 20

6316 Program improvement schools and districts

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Supplemental Educational Services, January 14, 2009

Innovations in Education: Creating Strong Supplemental Educational Services Programs, May 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

Policy
adopted: October 21, 2008
revised: May 5, 2015
revised: June 30, 2016

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board of Trustees recognizes that it is accountable to students, parents/guardians, and the community for **the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall** conducting a continual evaluation of the curriculum and the instructional program in order to improve student achievement.

(cf. 0200 – Goals for the School District)
(cf. 0500 - Accountability)
(cf. 6000 - Concepts and Roles)
(cf. 9000 - Role of the Board)
(cf. 6141 – Curriculum Development and Evaluation)
(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall ~~review the effectiveness of district programs in meeting goals for student learning. He/she shall~~ provide the Board and the community with regular reports on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for each district school and for every numerically significant **student subgroup, as defined in Education Code 52052, of the student population,** including but not limited to, school and subgroup performance on statewide achievement indicators **and progress toward goals specified in the district's local control and accountability plan (LCAP).**

(cf. 0460 – Local Control and Accountability Plan)
(cf. 0510 - School Accountability Report Card)
~~*(cf. 0520 - Intervention for Underperforming Schools)*~~
~~*(cf. 0520.1 - High Priority Schools Grant Program)*~~
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
~~*(cf. 6162.51 - Standardized Testing and Reporting Program)*~~
~~*(cf. 6162.52 - High School Exit Examination)*~~
(cf. 6162.52 - High School Exit Examination)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)

Based on these ~~evaluations~~ **reports**, the Board shall take appropriate actions to maintain the effectiveness of programs and, as needed, to improve the quality of education that district students receive.

Categorical Annual Monitoring of Consolidated Application Programs Monitoring

~~The Superintendent or designee shall cooperate with the California Department of Education (CDE) in the conduct of on-site monitoring to ensure that district categorical programs comply with federal and state laws and regulations. The Superintendent or designee shall report to the Board regarding the results of these reviews.~~

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

The Board and the Superintendent or designee shall annually determine whether the district's categorical programs funded through the state's consolidated application are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria may include, but are not necessarily limited to, the progress of all students and of each numerically significant subgroup toward goals contained in the district's LCAP, the school's single plan for student achievement, Title I local educational agency plan, and/or other applicable district or school plans.

Federal Program Monitoring

To ensure that the district's categorical programs comply with applicable legal requirements, the Superintendent or designee shall, on an ongoing basis, conduct a district self-evaluation which may utilize tools developed by the district or the California Department of Education (CDE).

When the district is selected by the CDE for a Federal Program Monitoring (FPM) compliance review, the Superintendent or designee shall gather and submit all documentation and data required for the review and shall cooperate with CDE staff to facilitate program monitoring.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. ~~0420.1 - School-Based Program Coordination~~)

(cf. 0420 - School Plans/Site Councils)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. ~~3513.3 - Tobacco-Free Schools~~)

(cf. 4112.24 Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4131 - Staff Development)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5148 - Child Care and Development Programs)

(cf. ~~5148.1 - Child Care Services for Parenting Students~~)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. ~~6142.1 - Sexual Health and HIV/AIDS Prevention Instruction~~)

(cf. 6020 - Parent Involvement)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6171 - Title I Programs)

(cf. ~~6172 - Gifted and Talented Student Program~~)

(cf. 6173 - Education for Homeless Children)

(cf. ~~6174 - Education for English Language Learners~~)

(cf. 6175 - Migrant Education Program)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

(cf. 6178 – Vocational Career Technical Education)

(cf. 6178.1 – Work-Based Learning Experience Education)

(cf. 6200 – Adult Education)

On an ongoing basis, the Superintendent or designee shall conduct a district self-evaluation which may utilize tools developed by the district or the CDE to ensure compliance of district categorical programs with legal requirements.

In the event that the FPM review results in a finding of noncompliance in relation to any program, the Superintendent or designee shall submit a proposed resolution to the CDE within 45 days of the date the district was notified of the finding. The resolution shall be implemented in accordance with the terms and timeframe specified in the resolution agreement with the CDE.

The Superintendent or designee shall report to the Board regarding the results of the review process.

Evaluation of Consolidated Categorical Programs

The Superintendent or designee and the Board shall annually determine whether the district's categorical programs funded through the state's consolidated application are supportive of the core curriculum and are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria shall include, but not necessarily be limited to, progress toward goals contained in the school's single plan for student achievement and progress of the total student population and each numerically significant subgroup toward growth targets on the statewide Academic Performance Index.

(cf. 0420 – School Plans/Site Councils)

Western Association of Schools and Colleges (WASC) Accreditation

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The **results of the** accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

The results of any inspection of a school by WASC, or any other the accrediting agency, shall be published not later than 60 days after the results are made available to the school.

Publication shall be by notifying each parent/guardian in writing and/or by posting the information on the district's or school's web site, as determined by the Superintendent or designee. (Education Code 35178.4)

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. **This notice shall also be posted on the district's web site and the school's web site.** (Education Code 35178.4)

Legal Reference: (see next page)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Legal Reference:

EDUCATION CODE

33400-33407 Educational evaluations

35178.4 Notice of loss of accreditation status

44662 Evaluation and assessment guidelines, certificated employee performance

48985 Compliance with translation of parental notifications

51041 Education program, evaluation and revisions

51226 Model curriculum standards

~~52050-52059 Public Schools Accountability Act~~

~~54650-54659 Education Improvement Incentive Program~~

52052-52052.1 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3930-3937 Program requirements

3942 Continuity of funding

UNITED STATES CODE, TITLE 20

6311 Adequate yearly progress

Management Resources:

CSBA PUBLICATIONS

~~Maximizing School Board Leadership: Curriculum, 1996~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Ongoing Program Self-Evaluation Tool (OPSET)~~

FPM Frequently Asked Questions

Federal Program Monitoring Instruments

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES PUBLICATIONS

Focus on Learning Joint WASC/CDE Process Guide, 2014

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools:

<http://www.acswasc.org>

Policy
adopted: October 21, 2008
revised: June 30, 2016

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

CONFLICT OF INTEREST

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. **Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by his/her financial, family, or other personal interest or consideration.** ~~In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.~~

(cf. 9005 - Governance Standards)

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. *Relative* means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

~~The Board shall adopt a resolution that specifies the terms of the district's conflict of interest code, the district's designated positions, and the disclosure categories required for each position.~~

~~Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body.~~

CONFLICT OF INTEREST (continued)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days **after the changed circumstances necessitating the amendments have become apparent.** (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

(cf. 9320 - Meetings and Notices)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last **required** statement and the date of leaving office or district employment. (Government Code 87302, **87302.6** 87500)

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

A Board member or designated employee, **or other person in a designated position** shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A **disqualifying** conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" **which is distinguishable from the effect on the public generally, on the Board member, designated employee, or other person in a designated position, his/her immediate family, or any financial interest described in 2 CCR 18700.** ~~on one or more of the Board member's or designated employee's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's or designated employee's participation is legally required.~~ (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member, ~~or~~ designated employee, **or other person in a designated position** makes a governmental decision when **he/she, acting within the authority of his/her office or position, authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704** ~~he/she votes on a matter,~~

CONFLICT OF INTEREST (continued)

~~appoints a person, obligates or commits the district to any course of action, or enters into any contractual agreement on behalf of the district. (2 CCR 18702.1)~~

However, a Board member shall participate in the making of a contract in which he/she has a financial interest if his/her participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

~~A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)~~

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18702.5)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion **and deliberations** of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

CONFLICT OF INTEREST (continued)

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

(cf. 3430 - Investing)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Conflict of Interest under Government Code 1090 – *Financial Interest in a Contract*

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest **in a contract made by the Board, the contract is void.** ~~the district is barred from entering into the contract.~~ (Government Code 1090; Klistoff v. Superior Court, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract **in which he/she has only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract.** ~~if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a district employee for at least one year prior to the Board member's election or appointment.~~ (Government Code 1091.5)

In addition, Aa Board member shall not be considered to be financially interested in a contract in which he/she interest is a "noninterest" as defined in Government code 1091.5 Noninterest includes a Board member's interest in being reimbursed for his/her actual and necessary expenses incurred in the performance of his/her official duties, in the employment of his/her spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091.5)

CONFLICT OF INTEREST (continued)

~~Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)~~

~~A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.~~

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

~~Rule of Necessity or Legally Required Participation~~

~~On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.~~

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

(cf. 4136/4236/4336 - Nonschool Employment)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

CONFLICT OF INTEREST (continued)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except **when:** ~~as described in~~ (Government Code 89506):

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.
2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private **conference, convention, meeting, social event, meal, or like gathering**, ~~in accordance with law.~~ (Government Code 89501, 89502)

The term *honorarium* does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Legal Reference: (see next page)

CONFLICT OF INTEREST (continued)*Legal Reference:***EDUCATION CODE***1006 Qualifications for holding office**35107 School district employees**35230-35240 Corrupt practices, especially:**35233 Prohibitions applicable to members of governing boards**41000-41003 Moneys received by school districts***41015 Investments****FAMILY CODE***297.5 Rights, protections, and benefits of registered domestic partners***GOVERNMENT CODE***1090-1099 Prohibitions applicable to specified officers**1125-1129 Incompatible activities**81000-91014 Political Reform Act of 1974, especially:**82011 Code reviewing body**82019 Definition, designated employee**82028 Definition, gift**82030 Definition, income**82033 Definition, interest in real property**82034 Definition, investment**87100-87103.6 General prohibitions**87200-87210 Disclosure**87300-87313 Conflict of interest code**87500 Statements of economic interests**89501-89503 Honoraria and gifts**89506 Ethics; travel**91000-91014 Enforcement***PENAL CODE***85-88 Bribes***REVENUE AND TAXATION CODE***203 Taxable and exempt property - colleges***CODE OF REGULATIONS, TITLE 2***18110-18997 Regulations of the Fair Political Practices Commission, especially:**18700-18707 General prohibitions**18722-18740 Disclosure of interests**18750.1-18756 Conflict of interest codes**18702.5 Public identification of a conflict of interest for Section 87200 filers***COURT DECISIONS***McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)**Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261**Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469**Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655**Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511**Legal Reference: (continued on next page)*

CONFLICT OF INTEREST (continued)

Legal Reference: (continued)

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- 92 Ops. Cal. Atty. Gen. 26 (2009)
- 92 Ops. Cal. Atty. Gen. 19 (2009)
- 89 Ops. Cal. Atty. Gen. 217 (2006)
- 86 Ops. Cal. Atty. Gen. 138 (2003)
- 85 Ops. Cal. Atty. Gen. 60 (2002)
- 82 Ops. Cal. Atty. Gen. 83 (1999)
- 81 Ops. Cal. Atty. Gen. 327 (1998)
- 80 Ops. Cal. Atty. Gen. 320 (1997)
- 69 Ops. Cal. Atty. Gen. 255 (1986)
- 68 Ops. Cal. Atty. Gen. 171 (1985)
- 65 Ops. Cal. Atty. Gen. 606 (1982)
- 63 Ops. Cal. Atty. Gen. 868 (1980)

Management Resources:

CSBA PUBLICATIONS

Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010

FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS

Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009

Understanding the Basics of Public Service Ethics: Transparency Laws, 2009

WEB SITES

CSBA: <http://www.csba.org>

Fair Political Practices Commission: <http://www.fppc.ca.gov>

Institute of Local Government: <http://www.ca-ilg.org>

Bylaw
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WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California